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## CATALOGUE REQUESTS

Requests for catalogues should be sent to Office of Admissions, Meredith College, 3800 Hillsborough Street, Raleigh, North Carolina 27607-5298.

A correspondence list may be found on page 152.

## NONDISCRIMINATORY POLICY

Meredith College admits women students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. Furthermore, it does not discriminate in admission or access to its programs and activities on the basis of handicap as defined by Section 504 of the Rehabilitation Act of 1973. The vice president for business and finance at Meredith coordinates the College's nondiscriminatory policy on the basis of handicap.

## CATALOGUE NOTICE

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## PRESIDENT'S MESSAGE

The student body at Meredith is a composite of many young women just out of high school, of some women who have begun college after an interval of years or who have returned to college after an interrupted education, and of other women who "aspire higher" to graduate programs in business administration, education, or music. Some Meredith students are campus residents and some commute from home. Many are North Carolinians, but they come from several states and from other nations, as well. All their diversities contribute to a Meredith education. And education always contributes to change.

The heritage of the college which those students have chosen is a composite of almost one-hundred years of people and thoughts and struggles and successes, of teachers and learners and experiments and experiences, of philosophies and theories and questions and answers. It represents almost a century of change.

It will always be that way for Meredith. And if the College is true to her mission, her students will not only experience change but will be agents of change, both on the campus and in their society at large.

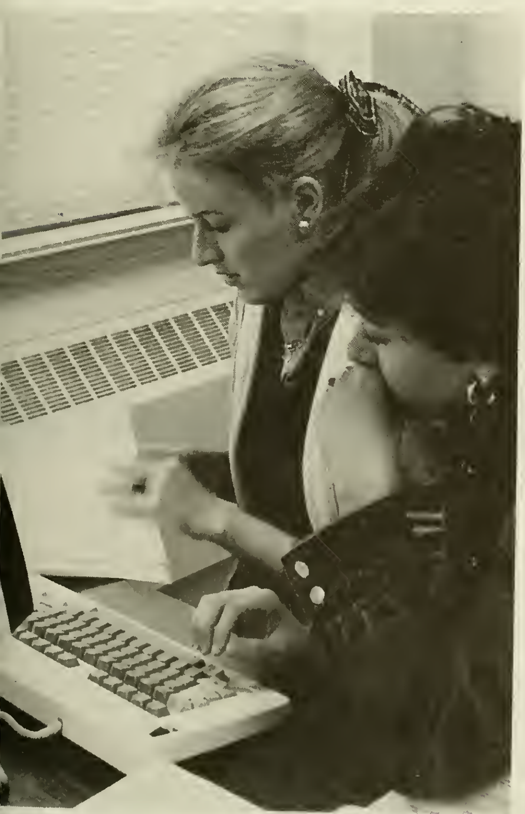
Whatever their time is, students make their marks both on Meredith's history and on her future. And Meredith returns the favor. As her students shape her, she prepares them for the shaping of their maturity, for the developing of their potential, for the discernment needed for change and for constancy.

But with all the dynamics and all the changes, there are ideas and ideals here that have been, are, and will be constant—such as Meredith's commitment to the Christian faith, the continuing concern of teacher for student, the ongoing challenge to be the best of our kind, and the determination to provide our students an education for living in their time.

Halfway through her freshman year, a student said, "At Meredith I've just become more me." And that freshman student, like all others have before her and with her and will after her, has dared us to do what we do best.

At Meredith, we have never been told what not to be, only challenged to become more than we are.

John Edgar Weems, *President*



KRAFT

# Meredith College: An Overview

The rich heritage enjoyed by the Meredith student of today began in 1835 when, at a session of the Baptist State Convention, the idea of a new college was conceived. Thomas Meredith, founder and editor of the *Biblical Recorder*, was named to chair the 1835 committee and was a member of subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." Baptist Female University was founded in 1891, the year in which it was chartered by the state legislature. By 1899 it had matured sufficiently to accept students. Ten years later it was given the name Meredith College in honor of that leader whose persistence helped make it a reality. Its campus, then located near the capitol of North Carolina, was moved to its present west Raleigh home in 1926. The College has grown from the single building in downtown Raleigh that was once Baptist Female University to a 225-acre campus with a library, classroom buildings, seven residence halls, chapel, administration building, gymnasium, college center, auditorium, and other physical facilities that in design and function reflect the best of the founders' ideas.

Meredith's seven presidents have been James Carter Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939-1966; Earl Bruce Heilman, 1966-1971; Craven Allen Burris (Acting), September-December, 1971; and John Edgar Weems, January, 1972-present.

## ACCREDITATION

Meredith College is accredited by the Southern Association of Colleges and Schools, the National Association of Schools of Music, and the Council on Social Work Education. The College is a member of the American Association of Colleges, the American and North Carolina Associations of Colleges for Teacher Education, and the National Collegiate Athletic Association. Graduates of Meredith are eligible for membership in the American Association of University Women.

## PURPOSE

Meredith is a women's college of high quality in the liberal arts — a college in which the Christian perspective is the integrative principle in the educational program and whose purpose is to provide experiences through which students will develop a Christian attitude toward the whole of life. A planned curriculum and thorough instruction combine with community life to help students aspire to and make a contribution toward "culture made perfect through the religion of Jesus Christ." In an

atmosphere of freedom and commitment, students are encouraged to realize their potential as individuals, to acquire sound knowledge in the arts, sciences, and humanities, to exercise creative imagination, to develop skills in analytical thought and communication, and to achieve a sense of life direction. Thus, students are prepared for leadership and intelligent citizenship, for productive work in the vocations and professions, for graduate and professional study, for good use of leisure, and for homemaking.

## A COLLEGE FOR WOMEN

Meredith was founded on the premise that excellence in education is as important for women as for men. Throughout her history, the College has made important contributions to the education of women and has been graduating highly qualified women since the early part of this century. Meredith graduates have pursued careers with distinction and have provided outstanding leadership and service to their communities and states.

Providing an environment conducive to self-discovery and development, Meredith is well suited for educating women to lead and contribute in society. In addition to sound academic instruction and opportunities for personal growth, the College has developed special programs and study opportunities relevant to the needs of today's women. The College seeks to provide education for viable career choices and alternative futures, recognizing and reinforcing the woman as a competent, skilled, and intellectual member of the community.

## STUDENT LIFE

To provide the most stimulating learning environment possible, Meredith seeks a diverse student body. The approximately 1,700 enrolled students come from North Carolina, numerous other states, and several foreign countries; from all races; from public and private schools; and from various denominations and faiths. The older students returning to the College to continue their education help provide a heterogeneous classroom atmosphere, thereby enhancing communication, debate, and idea exchange. Students enjoy an academic and social climate which fosters close communication between students and faculty in an atmosphere of respect and concern for learning and enrichment.

Most students also find time to participate in campus activities and to enjoy the many opportunities of the Raleigh area. Meredith seeks to provide a total educational experience—one where creative, intellectual, and spiritual leadership, and physical talents and interests can be developed according to the student's own desires. Committed to fostering strong leadership, skills development, and self-awareness, Meredith

provides opportunities for her students to participate in a variety of activities. Opportunities for leadership cut across racial, ethnic, religious, social, cultural, and geographic backgrounds. Whatever their special interests, Meredith students find an environment which affirms their individuality and helps fulfill their own particular needs.

While Meredith students enjoy the beauty of the 225-acre campus and the variety of experiences available on campus, they are also actively involved in the life of Raleigh, a city of more than 150,000 and the capital of North Carolina. Raleigh's location in the Research Triangle area and its proximity to other outstanding universities afford additional cultural and social advantages to the Meredith student as well as academic privileges, including the opportunity to take courses at the five other colleges and universities in the city. Students participate in city and state government, work with numerous volunteer agencies, participate in credit or non-credit internships in business establishments and within state government (for example, the North Carolina Division of Archives and History, the Governor Morehead School, and Dorothea Dix Hospital), work in various churches, and serve as student teachers in the Wake County school system. Thus, a variety of opportunities involve students in the life of an exciting city and state capital, which is home to more than 20,000 college students.

## CONTINUING EDUCATION

Meredith is committed to encouraging in each student an appreciation of human growth and development as a lifelong process. Thus, the College serves not only young women, but those who are older—women who, as their lives unfold, seek to continue learning for both personal enrichment and career advancement.

Such women may explore new areas of interest and update skills by auditing courses throughout the regular curriculum or by participating in special seminars and workshops (see page 60). They may undertake coursework for academic credit leading to an undergraduate or graduate degree (see page 60). Or they may earn certification in a job-related field (see page 61).

The Office of Continuing Education exists to help adult women pursue these options at Meredith. In addition, it reaches out to the community as a whole with programs and services responsive to a wide variety of learning needs.

## GRADUATE PROGRAMS

Meredith offers three masters degrees: Master of Business Administration (MBA); Master of Education (M.Ed.) in elementary education; and Master of Music (M.M.) in performance and pedagogy. Full information is available from the Registrar's Office.

Elizabeth Kubler-R
DENIAL
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BARGAINING
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## FACULTY

The faculty at Meredith constitutes the fulcrum around which the College functions as an institution of learning. Teaching is the primary task of the College, and faculty members are essentially teachers. They study, they encourage learning, they advise students, they engage in research, they publish and exhibit their work, they perform, they work on committees and help establish the academic policies of the College, and they work in the Raleigh community and its churches. The Christian tradition constitutes the essential perspective within which the faculty seeks to provide a liberating educational experience through which each student moves toward the realization of herself as fully human. More than 68 per cent of the faculty have earned the doctorate. Advanced degrees earned by the faculty represent approximately 45 graduate schools. A number of the faculty have received study grants such as Fulbright, Danforth, National Endowment for the Humanities, and the National Science Foundation.

## HONORS PROGRAM

The Honors Program at Meredith is designed to offer the exceptionally bright and interested student the opportunity to engage in an enriched program of study. Through this program the intellectually gifted student is challenged to expand her power of thinking—analytically, critically, and creatively; to increase her knowledge; to stretch her imagination; to improve her communications skills; to achieve a better sense of life direction, and to develop the many facets of her whole being. Details are on pages 56-58).

## CURRICULUM

Meredith offers a curriculum designed to assist the student—living and working as a free person within a community of learners—in acquiring a comprehensive understanding of herself and her world. Concern for the unity and diversity of the human experience is expressed through an intensive examination of the great body of knowledge available within the traditional academic disciplines and through active participation in the life of the local and wider communities. Each student engages in the study of a broad distribution of human culture as a requirement of a liberal education. Furthermore, she must make a concentrated study of a major field. Fifteen academic departments offer a variety of courses and a total of 28 majors. Elective courses may provide for further concentration in a discipline, broader exposure in several disciplines, or for defining and meeting vocational goals. Meredith confers three degrees: Bachelor of Arts, Bachelor of Science, and Bachelor of Music.

## INDIVIDUALIZED STUDY

Meredith takes seriously the need for individualized educational experiences and provides several avenues for innovation. Special studies are available in all departments at the initiative of students or faculty and include individual studies, community internships, and special group courses in addition to those courses listed in the catalogue.

Off-campus study is available and encouraged for all students. Many departments provide opportunity for community internships. Through the Cooperative Education Program, a student may alternate a semester of full-time work with campus study. Under the auspices of the Cooperating Raleigh Colleges, a student at Meredith may take courses and use facilities at any of the other five colleges in Raleigh without additional tuition. Meredith also has programs in cooperation with Drew University, American University, and Marymount College whereby a student may spend a semester in Washington, New York, or London.

Meredith also directly sponsors study abroad in several categories. The Meredith Abroad Program provides for summer study in Britain whereby a student may earn a full semester's credit at approximately the same cost as on campus. There are departmentally-sponsored overseas programs. In addition a student may arrange through special studies an individualized program of study, or she may participate in programs sponsored by other institutions.

## CAREER DIRECTION

Career opportunities for women are greater now than they have ever been. Business, government, industry, and the professions hire women at all levels of employment, including top administrative and managerial positions. As a result of developing technology, there will constantly be, for both men and women, new jobs for which no descriptions now exist. Students with a liberal arts education will have many of the assets and qualities sought by employers. As thinking individuals with skills in analysis and communication, they will have acquired tools that make adaptation to specific jobs and to the changing job market possible.

In addition to offering 28 majors, all of which provide career direction in varying degrees, Meredith has designed some course sequences and internships for students with immediate career goals or interests in graduate or professional study. Or, using their electives, students may, with advice from their major department, custom design a cluster of courses which gives specific career direction to their required study in arts, sciences, and humanities.

## *Pre-Professional Studies*

Sequences of courses are available and can be established through the guidance of qualified advisers. Pre-professional areas include medicine, dentistry, veterinary science, law, theology, library science, special education, social work, journalism, and others.

## *Teacher Education*

Teacher education constitutes a particularly significant portion of the academic program. All departments, individually and through the Teacher Education Committee, contribute to the planning of the program and, along with the Department of Education, accept responsibility for supervision of the student teaching experience. By combining professional requirements for a sound foundation in the arts, sciences, and humanities as well as a subject major, the College seeks to develop an effective teacher whose intellectual needs are met and whose abilities are developed both inside and outside the classroom. To insure that all strengths of the College contribute to the success of teacher education, a major field apart from teacher education is required. Meredith seeks to provide for the prospective teacher varied experiences which will result in the development of competencies for the multi-racial classroom, including the ability to provide for a healthy classroom climate, academic proficiency, professional growth, and community participation.

JOYNER HALL

## *Social Work*

The major in social work is accredited by the Council on Social Work Education and is offered with a Bachelor of Arts degree. For details, interested students should consult the Department of Sociology and Social Work. (See pages 59 and 123-125.)

## *Medical Technology*

Meredith offers a degree program in medical technology in cooperation with the Duke Medical School. Details are available in the Department of Biology and Health Sciences, and on pages 58-59 of this catalogue.

## *Professional Communications*

The Concentration in Professional Communications is a program offered through the Department of English for students interested in a variety of careers in communications, including journalism, broadcasting, public relations, and fund-raising. Though designed to emphasize the print media, this program can accommodate those students with interests in radio and television. More information is available through the Department of English and on page 59.

MEREDITH

# Admission

As a college committed to the development of the individual, Meredith seeks to enroll students who will benefit from the total educational program of the College. Each application is carefully evaluated on the basis of academic preparation, scholastic ability, character, purpose, and motivation. Admission is granted to qualified applicants without regard to race, creed, national and ethnic origin, or handicap.

Meredith College admits students as candidates for the degree of Bachelor of Arts, Bachelor of Music, or Bachelor of Science, either as entering freshmen, as transfer students from other colleges, or as students seeking a second baccalaureate degree. Students are accepted for entrance to the fall and spring semesters, which begin in August and January. In addition to her on-campus students, Meredith welcomes commuting students who plan to reside with parents, spouses, or other close relatives. The College also welcomes adult women from the local area.

Recognizing the stimulating environment produced by a diverse student body, Meredith College actively seeks to enroll students of varying backgrounds, interests, and talents. While a large percentage of enrolled students come from North Carolina and other Southern states, students from a wide geographic area, including foreign countries, are sought. Students from minority groups, from all economic levels, from public and private schools, and from various religious backgrounds are encouraged to make application. Any student attracted by the program at Meredith but hesitant to apply because of financial need is encouraged to read carefully the catalogue section on financial aid.

## FRESHMAN ADMISSION

### *Requirements*

To be considered for admission, a student must file an application, obtainable from the Office of Admissions, and the $15 non-refundable application fee. She must also submit the required secondary-school records, test scores, and recommendations. A health report is required of every student accepted for admission. Any student for whom the $15 processing fee is a severe financial hardship should write to the Office of Admissions for information about obtaining an application fee waiver.

I Ran In The Meredith Mile

### Secondary-School Record

The most important admissions credential is the student's high school record, including her choice of courses, academic performance, and class standing. The high school transcript, complete with a listing of senior-year courses, should be submitted by a school official at the time of application.

Meredith takes a flexible approach to course requirements for admission. The College will consider any applicant whose course preparation and academic performance indicate her readiness for the academic program here. An applicant is expected to present at least 16 units of secondary-school credit earned in grades nine through 12. Her program should include four units in English and at least nine additional credits chosen from English, foreign language, history, social studies, mathematics, and natural sciences. To prepare for the academic program at Meredith, a prospective student should take a strong college-preparatory program throughout high school. Careful attention is given to the applicant's grade average on the academic subjects.

The applicant's rank in class is a significant indicator of the quality of her high school work. Ordinarily a student is expected to rank in the upper half of her graduating class. Although in a typical freshman class approximately 70 per cent of enrolling students rank in the top quarter of their classes, Meredith seeks to serve any student who wishes to enroll and who shows promise of academic success here.

Admissions decisions are normally made during the applicant's senior year with acceptance being contingent upon continuing satisfactory academic performance and completion of the student's course of study.

### Scholastic Aptitude Test

When reviewed in relation to the high school record and other information, Scholastic Aptitude Test (SAT) scores provide a valuable tool for assessing an applicant's potential for success in the academic program of the College. The range of test scores for enrolled students is wide because of the importance attached to strong performance in an academic curriculum in high school.

Each freshman applicant is expected to take the SAT of the College Entrance Examination Board and to have an official report of her scores sent to Meredith College. For admissions purposes at Meredith, this test should normally be taken

no earlier than January of the junior year and usually no later than December of the senior year. Information and test registration forms may be obtained from the secondary school or from the College Board ATP, Box 592, Princeton, New Jersey 08541. While SAT scores are preferred, the College will accept scores on the ACT test battery of the American College Testing Program in lieu of SAT scores.

In the case of a student for whom English is a second language, scores on the Test of English As a Foreign Language or some other measure of competency may be requested in addition to or in lieu of SAT scores. (Foreign students, especially those who will be traveling on a student visa, should see pages 23 and 24 for testing expectations.)

### Recommendations

References often provide insight into such qualities as initiative, inquisitiveness, motivation, purpose, maturity, creativity, and special talent. An applicant is asked to provide names of a school official, a teacher who has taught her in the eleventh or twelfth grade, and a third person of her choice who is well-acquainted with the student's personal and academic qualities. In some cases the admissions staff will ask for additional teacher references in specified subject areas in order to have further information about an applicant's scholastic abilities. The Office of Admissions writes directly to the references for recommendations to support the application.

### Health Record

For the benefit of the individual and the college community, a complete health report is required of each student prior to her entrance. The medical form accompanies the offer of admission; confirmation of a student's acceptance is dependent upon the receipt of the completed health report.

A handicapped student should be aware that admission will not be denied on the basis of that handicap. (This practice is in accordance with Section 504 of the Federal Rehabilitation Act of 1973, as amended and the regulations issued pursuant thereunto.) After the offer of acceptance, each applicant is given the opportunity to inform the College, if she wishes, of any handicap in order that any special accommodations that might be necessary can be arranged by the College.

### Interview

Although an admissions conference is generally not required, many prospective students find talking with a member of the

admissions staff a helpful way to obtain information about the academic programs, campus environment, and student activities at Meredith. A conference can also provide the admissions staff with additional information about an applicant's interests, goals, and academic background. Conferences and campus tours may be arranged on weekdays or Saturday mornings by writing or telephoning the Office of Admissions. (See page 152.)

In some cases the admissions staff, as a means of better determining her readiness for the curriculum at Meredith or for advisory purposes, may request a conference with an applicant.

A prospective music major will need to schedule an audition and interview with the music faculty prior to her enrollment at Meredith. Many applicants find it helpful to arrange these sessions during the application period so that the evaluation made by the music faculty can become an additional part of her admissions records. Any student planning to apply for a competitive music scholarship should definitely plan to audition prior to March 1 of her senior year. (See page 37.)

### Credentials for Adult Students

A woman who wishes to enter a degree program may qualify for admission either by fulfilling freshman admissions requirements or by successfully completing a pre-arranged program as a re-entry student. The woman who chooses to meet freshman admissions requirements may in some instances be advised by the Office of Admissions to substitute other standardized test scores for the SAT. The woman who is 23 years of age or older may wish to take advantage of the opportunity to enter initially as a re-entry student before applying for admission. Under this option, her academic performance at Meredith while a re-entry student becomes the primary criterion for gaining admission to the degree program. (See pages 26 and 60.)

## *Early Decision Plan*

A student who definitely desires to attend Meredith College may wish to apply under the Early Decision Plan. Such a student must file her application *by October 15* of her senior year along with a statement indicating that she is applying only to Meredith and requesting an early decision. She should take the SAT prior to her senior year.

The College takes action on early decision applications by November 15 and notifies each candidate immediately of the decision. Accepted students are required to make by December 15 a $100 advance deposit, a non-refundable payment that applies toward freshman year expenses. For information about applying for an early decision on financial aid, see page 34.

Early acceptance is not realistic for every applicant under this plan of admission. A student may be notified that action on her application has been deferred pending the receipt of more information, such as first-term grades or senior-year SAT scores. Such a student is guaranteed unbiased consideration under the regular admission program and is freed from her commitment to apply only to Meredith College. The Early Decision applicant whose credentials show that she is clearly unqualified for admission is notified that her request for admission has been declined.

### *Regular Admission Plan*

A prospective freshman is encouraged to submit her application and supporting credentials in the fall of her senior year. Beginning in mid-December, the College takes action on applications as quickly as possible after all necessary credentials are received and notifies students promptly of its decisions.

Applications are received for consideration as long as space in the entering class allows. Although in most years the College is able to consider some students who apply after this date, February 15 is the recommended deadline for filing application as an on-campus student. Applications from commuting students can usually be accommodated into the summer months.

Meredith College subscribes to the Candidates' Reply Date. An accepted student is expected to make a $100 advance deposit by May 1. This non-refundable deposit will apply toward her expenses in the freshman year.

An application should be filed no later than December 1 if a student is seeking admission to the spring semester. A student accepted for the spring term is expected to make a $100 advance deposit by December 1 or 10 days after the date of acceptance, whichever date is later. This non-refundable deposit will apply toward her expenses in the spring semester.

## *Advanced Placement and Credit*

The student who has completed the equivalent of college-level study through high school courses, independent study, or any other means may wish to seek advanced placement and credit at Meredith College. Competency in a subject area can be established through satisfactory performance on one of the following tests: an Advanced Placement Examination of the College Entrance Examination Board (CEEB); a special departmental examination; a CEEB Achievement Test in French, German, Latin, or Spanish; and/or a subject examination in Introductory Calculus and Introductory Sociology of the College-Level Examination Program. Further information about these opportunities may be obtained by writing the Office of Admissions.

## *Credit for Extra-Institutional Instruction*

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions, may wish to seek advanced placement and credit at Meredith College. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department head to decide upon any credit given. In some cases, departmental examinations will be used for determining credit. Fifteen hours of credit is the maximum amount that may be awarded for extra-institutional instruction. Further information may be obtained by writing to the Office of Continuing Education.

# TRANSFER ADMISSION

Each year Meredith admits a number of qualified applicants who transfer from other colleges or universities. Meredith also considers applications from students who wish to transfer from technical, business, or Bible colleges. There are particular procedures and requirements for applicants from these institutions. (See pages 22 and 23.)

Students are admitted at all class levels, but at least one year must be completed at Meredith College as a requirement for graduation. (See page 67, Residence Credit Requirements.) Students who wish to seek a second baccalaureate degree follow the admission procedures for transfer students. See page 56 for information regarding credit requirements for a second degree program.

## *Requirements*

To be admitted for advanced standing at Meredith, the student is expected to have at least an overall C average on work attempted at other institutions, to be eligible to return to the last institution regularly attended, and to be recommended by college officials. All applicants should be aware that in computing the overall grade average, all college-level work attempted, except orientation and physical education activity courses, is considered.

An applicant having less than 30 semester hours of college credit at the time of application must also meet freshman admissions requirements, including submitting scores on the Scholastic Aptitude Test. In some instances, a student having 30 or more semester hours of credit may be asked to present satisfactory scores on standardized tests of academic achievement.

Although an admissions conference is generally not required, in some instances the admissions staff, as a means of better determining her readiness for the curriculum at Meredith or for advisory purposes, may request a conference with an applicant.

When admission is granted before the end of a term in which the applicant is enrolled, her admission is contingent upon satisfactory completion of her course of study. Admission is always contingent upon receipt of a complete medical report. Information about the health record is found on page 17.

## *Credentials for Adult Students*

A woman who wishes to enter or resume a degree program begun earlier may qualify for admission either by fulfilling admissions requirements for advanced standing or by successfully completing a pre-arranged academic program as a re-entry student. The woman who is 23 years of age or older may wish to enroll as a re-entry student before applying for admission. Under this option, her academic performance at Meredith while an unclassified student becomes the primary criterion for gaining admission to the degree program (See pages 26 and 60.)

## *Procedure*

To be considered for fall transfer admission, a student should file a transfer application, obtainable from the Office of Admission, and the non-refundable $15 processing fee, by the recommended deadline of February 15. The College will consider students who apply as on-campus residents after February 15 if residence space

is available. Applications from commuting students can usually be considered into the summer months. A student seeking entrance to the spring semester should file her transfer application and fee by December 1.

Applicants for fall or spring are responsible for having an official transcript sent to Meredith College from each college or university attended (including summer school) and, if enrolled at the time of application, a list of courses in progress. The student must provide the names and addresses of her previous dean of students (or similar official), a college professor, and a third person of her choice. The admissions staff sends the student a reference form to forward to the dean of students, and it writes to the other references for supporting recommendations.

Fall transfer application evaluation begins in late February if all required credentials, including first-semester grades (if currently enrolled), are received. Decisions go out as quickly as possible after the evaluation process begins. An accepted student for fall must pay a $100 non-refundable advance deposit by May 1. Spring transfer evaluation begins by late October if all required credentials are on file. Decisions continue on a rolling system of admission after the evaluation process begins. If accepted for the spring term, a student must pay a $100 advance deposit by December 1 or 10 days after the date of acceptance, whichever date is later.

### *Procedures and Requirements for Students from Technical, Business, Bible, and Nursing Schools*

Because the academic backgrounds of students from technical, business, Bible, and nursing schools are so varied, the credentials used in the evaluation of an application are established on an individual basis. To be considered for admission, a student from a technical, business, Bible, or nursing school should follow the procedure described on pages 20-22. In addition, she should request her secondary school to send the Office of Admissions a transcript of her high school record and her scores on all standardized tests of scholastic aptitude and achievement taken. She should also request the technical, business, Bible or nursing school to send a report of her scores on any standardized tests taken while enrolled at that institution.

To be admitted to Meredith, the student from a technical, business, Bible, or nursing school is expected to have at least a cumulative C average on all courses attempted and on all courses for which credit will be granted. See pages 66, 67, and 68 for a description of the evaluation of credits from technical, business, Bible, and nursing schools. Furthermore, she is expected to be eligible to return to the last institution regularly attended and to be recommended by college officials. The student having less than 30 hours of acceptable credit must also meet freshman admissions requirements. In some instances, a student having 30 or more semester hours of acceptable credit may be asked to meet freshman admissions requirements or to present satisfactory scores on specified standardized tests of achievement.

### *Evaluation of Credit*

When a student is approved for admission with advanced standing, the registrar will prepare for her a credit evaluation.

See pages 66, 67, and 68 for information about credit regulations. Special attention is called to the maximum credit accepted from a two-year college (66 hours) and to the statement about the minimum number of semester hours, including courses in her major fields, that a student must take at Meredith.

## INTERNATIONAL STUDENTS

Meredith welcomes the international student whose previous course of study and English proficiency have prepared her for the academic program. In filing an application for admission, a foreign student must submit an original transcript from each secondary school, college, or university attended; an official copy of each diploma or educational certificate received; and an official score report of any national examinations. Except in cases where English is her native language or principal language of instruction, the foreign student must submit scores on the Test of English As a Foreign Language, which is administered by the College Entrance Examination Board in her local country. A student well-schooled in English should substitute the Scholastic Aptitude Test.

An international student judged academically admissible will be required to give proof of financial responsibility for her education and to submit a complete health form. These conditions of admission must be met before her admission will be confirmed

and before an I-20 form for obtaining a student visa will be issued. For her own benefit, the student should be certain that she has adequate health and accident insurance before traveling to the United States.

When planning for study at Meredith, an applicant should be aware that financial aid resources for foreign students are limited. Each year there are a few scholarships ranging up to $1,000, depending upon need, and sometimes a campus job is possible. A student and her family, however, should expect to be primarily responsible for the international student's expenses.

This school is authorized under Federal law to enroll non-immigrant alien students. Further information and application materials are available from the Office of Admissions.

## RE-ADMISSION OF FORMER STUDENTS

A student who was previously enrolled at Meredith but who did not complete the semester immediately preceding the term she wishes to enter must apply for re-admission. A special application, obtainable from the Office of Admissions, and a $5 non-refundable fee are required. The student is responsible for having sent to the Office of Admissions an official transcript and a statement of honorable dismissal from each college or university attended since last enrolled at Meredith. Other credentials necessary to support an application for re-admission are obtained by the Office of Admissions and include recommendations from references listed on the application as well as the student's previous academic and personal records at Meredith College. If adequate health information is not on file at the College, the student accepted for admission will be required to submit the necessary medical records.

If a student applying for re-admission was not eligible to return at the time she left Meredith, she should provide some evidence of current readiness to resume her academic program. The evidence may be in the form of a transcript of work completed at another institution, a personal statement, and/or statements from references. Once her application for re-admission is complete, the admissions office refers it to the academic dean, who appoints an academic review committee to determine if the application gives promise of the student's being academically successful on return to Meredith. The membership of this committee is normally the same as that of the academic retention committee which considered her academic situation at the time she was suspended. (See page 73 for a description of the academic retention committee.) The admissions office notifies the student of the decision the academic review committee makes in regard to her request for re-admission.

A student who is approved for re-admission to the College after an absence of more than a year will comply with the requirements either of the catalogue under which she is re-admitted or those of a subsequent bulletin. In evaluating credit earned more than 10 years prior to re-enrolling at Meredith, the registrar will consult with the appropriate departmental head.

A former Meredith student who is 23 years of age or older may wish to follow the procedure described on page 26 for adult students before applying for re-admission.

## PART-TIME STUDENTS

A part-time student is one qualifying for a degree who enrolls for not more than 11 credit hours a semester. Such a student must meet the entrance requirements and admission procedures outlined above.

## SPECIAL ADMISSION PROGRAMS

### *Special Students*

Special students in the following categories may enroll at Meredith in credit courses without conforming to the usual admissions process:

1. A student who has authorization for credit at Meredith from another college may register for courses with credit. The statement of authorization should be sent to the registrar. The student registers in the Office of the Registrar on the opening day of the term.
2. A certified public school teacher who enters for credit to be applied toward the renewal of certification requirements may register for courses with credit. Evidence of certification should be submitted in advance to the registrar. The student registers in the Office of the Registrar on the opening day of the term.

3. A college graduate wishing to pursue a teacher certification program files an application and an official transcript with the Department of Education. On admission to the program the student receives from this department guidance concerning course selection and registration procedures. The student must take at least 30 semester hours at Meredith College in order to complete the certification program. (See II. B. on page 89.)
4. A student who is 23 years of age or older and is interested in completing a Meredith College degree may enroll as a re-entry degree candidate without fulfilling regular Meredith College admission requirements. This student enters through the Office of Continuing Education where a program of a maximum of 15 semester hours credit is planned for her. This prearranged program serves as an admission criterion for subsequent application for regular admission. The credits earned as a re-entry degree student will be applied toward the student's degree if she is admitted as a degree candidate.
5. A student who is 23 years of age or older and not interested in completing a Meredith College degree may register for courses for credit as a special student. This student registers in the Office of the Registrar on the opening day of the term.

### *Senior Scholars Program*

High School senior girls in the local area who are ready to undertake college-level study may enroll as special students in courses at Meredith. A student approved for participation in the Senior Scholars Program may attend classes for college credit in the summer prior to her senior year or in either or both semesters of her senior year. Information about admissions requirements and enrollment procedures and Senior Scholar application forms are available from the Office of Admissions.

## CONDITION OF ADMISSION

Every person admitted to the College as a student agrees to the following condition of admission: That Meredith College reserves the right to suspend or to exclude at any time any student whose academic standing or conduct is regarded by Meredith College as undesirable or unacceptable.

## ORIENTATION-REGISTRATION

An orientation program is provided prior to the start of classes for students entering in August. (See page 43 for a description of the program and page 144 for the date new students are expected to arrive.) All freshmen and transfer students are expected to take part in the orientation program. Information about this program and the opening of residence halls is sent in late July to all new students by the Office of Dean of Students.

For students entering in January, the dean of students coordinates an abbreviated orientation program. Information concerning orientation and the opening of the residence halls is sent to the student after she is accepted for admission.

## SUMMER SESSION

During the summer, the College operates three three-week terms.(See page 145 for dates.) Students accepted for admission to the fall term as well as those previously enrolled at Meredith College may attend. Students of other colleges and universities are also welcome provided they have the permission of their home institutions to take particular courses. By attending summer sessions a student can complete her degree program in less than the usual four-year period.

Full information about the summer session may be obtained by writing to the registrar. See page 26 for information about the Senior Scholars Program for rising high school senior women in the local area.

INTRODUCTION

# Finances

In these days of rising costs, Meredith College attempts to keep expenses at a minimum for the students. The fees detailed on the following pages by no means cover the needs of the College; financial support from many sources enables Meredith to offer its program at reasonable rates. Fund-raising programs conducted by the Division of Institutional Advancement at Meredith are designed to secure the funds necessary for the maintenance and increased financial stability of the College and for the achievement of the College's programs, services, and mission objectives. A tri-focus fund-raising program is designed to secure funds for current operations, endowment, and capital improvements, including renovations and construction of new facilities.

Because the costs of labor, materials, and food are uncertain, the College reserves the right to change its fees for room and board at the beginning of each semester if conditions make the adjustment necessary. Students will, of course, be given advance notice of any change to be made. Financial aid is available to students whose needs qualify them for assistance.

The charges to resident students for room and board cover rent for a shared room in a residence hall (see page 142 for a description of the residence halls), the cost of three full meals a day for seven days a week in the dining hall, weekly laundry service for a limited number of sheets and towels, and routine services from the infirmary. On-campus residence itself entitles the student to meals in the dining hall so there are no meal tickets.

Each dormitory room is equipped with a telephone. There will be monthly charges for equipment rental and long distance service. There is no installation fee.

## TUITION AND FEES

Full-time students include all resident students and others taking 12 or more credit hours. Part-time students are non-resident students taking fewer than 12 hours. Special students are non-resident students taking credit courses but not pursuing a degree; their tuition charges are determined by their course loads.

### *Full-Time Students*

(12-18 credit hours and all resident students)

| | *Semester* | *Year* |
|---|---|---|
| Resident Students | | |
| Tuition | $ 1,800 | $ 3,600 |
| Room, board, laundry, and infirmary | 825 | 1,650 |
| | $ 2,625 | $ 5,250 |
| Commuting Students | | |
| Tuition | $ 1,800 | $ 3,600 |

## *Part-Time Students*

(1-11 credit hours)

| | |
|---|---|
| Tuition (for credit or audit) | $140 per credit hour |

## *Additional Course Fees*

| | |
|---|---|
| Credit in excess of 18 hours | $140 per credit hour |

### Applied Music

| | |
|---|---|
| **Full-time students** | |
| 1 half-hour lesson weekly | $60 |
| 2 half-hour lessons weekly | $105 |
| Class lessons in piano | $55 |
| Class lessons in guitar | $55 |
| **Part-time students (for credit)** | |
| Tuition of $140 per credit hour plus the following fees: | |
| 1 half-hour lesson weekly | $60 |
| 2 half-hour lessons weekly | $105 |
| Class lessons in piano | $55 |
| Class lessons in guitar | $55 |
| **Part-time students (no credit)** | |
| 1 half-hour lesson weekly | $175 |
| 2 half-hour lessons weekly | $350 |
| Theory-musicianship classes | |
| Students taking private applied lessons at Meredith | $15 |
| Students not taking private applied lessons at Meredith | $55 |
| Class lessons in piano 1 hour per week | $105 |
| Class lessons in guitar 1 hour per week | $105 |
| Suzuki violin classes - 2 half-hour lessons weekly | $120 |
| Pace piano classes - two 45 minute classes per week | $250 |

### Art

Studio fees vary from $15 to $40 per course to cover expendable materials.

### Education

| | |
|---|---|
| Education 439 – Student Teaching | $60 |

### Equitation:

| | |
|---|---|
| Full-time students | |
| 2 lessons weekly | $140 |
| Part-time students | |
| 1 lesson weekly | $140 |
| 2 lessons weekly | $230 |

### Home Economics

| | |
|---|---|
| Home Ec. 455 – Home Management | |
| Non-Residents | $55 |
| Married Students | $15 |

### Photography

| | |
|---|---|
| All black and white courses | $40 |

### Physical Education

Golf, bowling, racquetball, and snow skiing fees are set at the beginning of each semester.

### Auditing Courses

| | |
|---|---|
| Full-time students | no charge |
| Part-time students | $140 per credit hour |

*Students from the Cooperating Raleigh Colleges pay the same additional course fees as full-time Meredith students.*

*Books, art supplies, gym clothes, and other instructional expenses are not included in the above charges.*

## *Resident Damage Deposit*

A Resident Damage Deposit of $50 shall be paid by each resident student upon enrollment at Meredith College. The $50 deposit, minus any charges, will be returned to the student upon graduation or withdrawal from the college.

If at any time the charges against the deposit exceed $30, the student will be assessed whatever amount necessary to return the deposit to the original $50.

## *Special Fees*

| | |
|---|---|
| Application fee for new students | $ 15 |
| Application fee for students seeking re-admission | $ 20 |
| Record evaluation | $ 5 |
| Graduation fee<br>(partially covers direct cost of graduation) | $ 20 |
| Transcripts | $1.00 each |
| Breakage fee<br>Students will be billed for unjustifiable damage to college property. | |
| Health services<br>Resident students are not charged for the ordinary services of the college physician and nurses and/or for the use of the infirmary. Students will be billed for additional service in case of serious or prolonged illness, for all special medical prescriptions, x-rays, and fluoroscope. Only emergency service is supplied for non-resident students. | |
| Boarding a horse | $125 per month |

# TERMS OF PAYMENT

## *Payment Schedule*

Application fee . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . $15

Advance payment for all entering students . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . $100

Students who are accepted on the Early Decision Plan must make payment on or before December 15. Other new students are required to make this advance payment on or before May 1. For the student accepted after April 21, the deposit must be made within 10 days after acceptance. This payment is not refundable and does not include the non-refundable $15 fee which must accompany the application of each new student.

*New students for the spring semester are required to make this deposit on or before December 1. The student accepted for January enrollment after November 21 must make the deposit within 10 days after acceptance. This non-refundable deposit will apply toward fees for the spring semester.*

Advance payment for returning students . . . . . . . $100

All returning resident students must make this deposit before February 15. The fee will be credited to the returning student's account. For resident students who withdraw after the payment of the deposit, $85 will be refunded if the request is received by May 1.

All commuting students must make this deposit before February 15. For commuting students who withdraw after the payment of the deposit, $85 will be refunded if request is received by July 1.

| | *Resident* | *Commuting* |
|---|---|---|
| Advance Payment | $ 100 | $ 100 |
| At the beginning of the first semester | 1,425 | 975 |
| In the middle of the first semester* | 1,100 | 725 |
| At the beginning of the second semester | 1,525 | 1,075 |
| In the middle of the second semester* | 1,100 | 725 |
| | $ 5,250 | $ 3,600 |

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**Charges for additional fees are added to the mid-semester payments.*

## *Tuition Remission for North Carolina Residents*

North Carolina Legislative Tuition Grants are available to legal residents of North Carolina who are full-time students at private colleges and universities in North Carolina. The exact amount of the annual grant can be determined only after the North Carolina General Assembly makes its biennial appropriation and after the total statewide enrollment of eligible students is known. The grant for 1983-84 was $750.

In order to receive a North Carolina Legislative Tuition Grant, the student must complete an annual application form provided at registration or available in the Office of the Registrar. She must be determined an eligible recipient according to the state guidelines and must be certified by the registrar. The grant will be credited to her mid-semester bill for each semester in which she qualifies.

## *Deferred Payment Plan*

For students and parents desiring to pay educational expenses in monthly installments, a low cost deferred payment program is available through Academic Management Services, Inc. 1110 Central Ave., Pawtucket, Rhode Island 02861

## *Refund Policy*

If a student withdraws or is dismissed from Meredith before the end of a semester, she is responsible for the following percentage of the full semester tuition:

| | |
|---|---|
| Up to and including the 5th day of classes | 0% |
| 6th through 10th day of classes | 20% |
| 11th through 20th day of classes | 40% |
| After 20th day of classes | 100% |

Refunds due will be mailed from the accounting office to the student upon receipt of an official withdrawal notification from the Registrar.

The same refund policy will apply for reduction of credit hours above the 18 hour level and for part-time students who drop courses.

Board will be refunded on the basis of the weekly charge for the number of weeks remaining in the semester following the week of withdrawal.

No refund will be made for room charges.

If a student is receiving financial assistance, the accounting office first determines the total amount of refund that is in order according to the formula stated above and then prorates the amounts to be repaid to the various aid funds and, if applicable, to her or her parents. Because earnings from a campus job are paid directly to the student during the academic year, this form of aid is not subject to the refund policy.

### *Contractual Agreement*

The preceding statements as to charges and terms of payments are the equivalent of a contract between the College and its students. Neither the president nor the vice president for business and finance modifies these regulations without specific authorization from the Meredith Board of Trustees. A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been made with the business office. Under no circumstances will a student's transcript or diploma be released until her account is paid in full.

## FINANCIAL ASSISTANCE

Meredith offers a student assistance program which seeks to help meet the financial need of each student. All degree candidates—including freshman and transfer applicants, on-campus and commuting students—are eligible to apply for financial assistance. While the student's family is expected to assume responsibility for her education by meeting expenses as completely as possible, it is the aim of Meredith that no student will be denied the opportunity to attend because of financial circumstances.

The assistance program is administered on a need basis without regard to race, creed, national and ethnic origin, or handicap. A foreign applicant should consult page 23 for assistance available to students from other countries.

### *Principles and Procedures*

#### The Need Concept

While acknowledging that students should be recognized for outstanding achievement, Meredith, in general, awards financial assistance to a student on the basis of her analyzed financial need. Need is the difference between what a family can contribute and what the College estimates as a reasonable overall cost for attending Meredith for one year. As the basis for determining need, each year an aid applicant must file a Meredith financial assistance application and a Financial Aid Form (FAF) to the College Scholarship Service (CSS).

For the on-campus student, the cost of attending includes tuition, room and board, and an estimated $1100 for books and supplies and miscellaneous personal expenses, including transportation. The educational cost used by the financial aid office in its calculation of need for an on-campus student for 1984-85 is $5,700. For the dependent commuting student living with her parents, the cost of attending includes tuition and an estimated $1,100 for food, books and supplies, and miscellaneous personal expenses, including local transportation. The total educational cost used by the financial aid office in its calculation of need for a full-time, dependent commuting student for 1984-85 is $4,100. The educational cost for a part-time student or an independent student is determined on an individual basis. Further information about student costs may be obtained by conferring with the financial aid officer.

### Application procedures

An entering student who wishes to apply for any kind of financial assistance should proceed as follows *before February 15:*

1. Return a Meredith financial assistance application to the financial assistance office. Although admission must be approved before the application for financial assistance can be reviewed, she does not have to be accepted before applying for financial assistance.
2. Have her parents submit a Financial Aid Form (FAF) to the College Scholarship Service (CCS), designating Meredith (code number 5410) as an institution to receive a copy. The FAF may be obtained from her high school counselor or her college financial assistance office.

The student who is applying for admission under the Early Decison Plan and who wishes an early decision on financial assistance should proceed as above *before October 15* of her senior year. If all required forms are received on time, she will be informed about her assistance by December 1. Should she later be named a recipient of one of the competitive scholarships, her award may be adjusted.

An application for financial assistance must be filed each year. Therefore, an enrolled student who wishes to apply for financial assistance should proceed as follows *before February 15:*

1. Obtain from the financial assistance office a Meredith financial assistance application and a FAF. Have her parents complete the FAF and assist her in completing the financial assistance application.
2. Return *both* forms to the Office of Scholarships and Financial Assistance, along with a *check* made payable to the College Scholarship Service to cover its processing fee. The FAF and accompanying check will be forwarded by the College to CSS for processing.

Entering and returning students should note the priority dates. Applications filed after those dates will be considered as funds allow. Transfer students, in addition to applying for financial assistance, must have a Financial Aid Transcript (FAT) completed

by the financial assistance office at all undergraduate schools previously attended even if they have not previously received financial assistance. FAT(s) are available in the Meredith financial assistance office. It is the responsibility of the student to see that the form(s) is/are completed.

### The Award

The financial assistance office evaluates each individual's particular situation and awards the most appropriate package of assistance. Scholarships, loans, grants, and student employment are used, usually in combination, to help the eligible student meet the cost of attending Meredith.

### Notification of Awards

All entering students applying for financial assistance, including applicants for competitive scholarships, will be informed of the College's decision by April 1. Students accepted for admission under the Early Decision Plan will be informed of assistance awards by December 1. Returning students can expect notification concerning awards by mid-April.

### Payment of Award

Scholarships awarded by Meredith are credited automatically to the student's college account. For federal grants and loans, vouchers are issued to the student and held in the accounting office for the student's endorsement and crediting toward her account.

The accounting office issues monthly checks during the school year to students having campus jobs.

### Renewal of Assistance

Once committed to a student in a program of financial assistance, Meredith continues to help her if her need persists and she is making satisfactory progress toward graduation. The award may vary from year to year in both type and amount, depending upon funds available and the applicant's need.

**Students' Rights and Responsibilities**

A student receiving financial assistance has certain rights and responsibilities. For any necessary revision in her current assistance award, a student may request an explanation of the revised award and reconsideration in light of any additional information she can provide. A student has the right to make a similar request in regard to any adjustment in the amount of her award for a subsequent year.

In regard to the responsibilities of a student receiving financial assistance, a full-time student is responsible for advising the financial assistance office if her course load drops below 12 semester hours for any semester covered by the award. A part-time student has the same responsibility if her course load for any semester covered by the award drops below the number of hours specified on her assistance application. Other responsibilities of an assistance recipient include completing all forms and special applications requested by the financial assistance office; reporting to the accounting office on request to endorse vouchers and/or checks and, if applicable, to sign a loan promissory note and to have a loan exit interview before withdrawal or graduation; and fulfilling the obligations described in her job contract if earnings from a campus job are part of her assistance award.

Another area of student responsibility relates to previous enrollment at Meredith . In order to be eligible for most federal assistanceprograms, a student must not owe a refund on a previously awarded grant or be in default on payments for loans in repayment status. A Financial Aid Transcript from previous colleges attended is necessary before the financial assistance process can be completed.

## *Types of Assistance*

### Competitive Scholarships

*Julia Hamlet Harris Scholarships*

These scholarships are named for Dr. Julia Hamlet Harris, who bequeathed the College her estate with the request that it be used for scholarships for promising and deserving students. Each year 12 scholarships are awarded to outstanding freshman applicants having superior academic credentials. Recipients of these awards are designated as Harris Scholars. Scholarship stipends in this competitive program range from $500 to $1,500 per year, depending on the financial need of the recipient.

An applicant for admission who wishes to be considered for a Harris scholarship should file the special Julia Hamlet Harris Scholarship Application in the Office of Admissions by February 15. If she is applying for more than the minimum stipend, by February 15 her parents must

also submit a Meredith financial assistance application to the Office of Scholarships and Financial Assistance and a Financial Aid Form to the College Scholarship Service.

Finalists in this competition will be invited to the campus on a Friday or Saturday in March for interviews with the faculty selection committee. The selection of the Harris Scholars is made on the basis of scholastic achievement, intellectual promise, and leadership ability.

A Harris Scholarship is renewed annually subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all courses taken at Meredith.

The continuing Harris Scholar with financial need must file the required forms in the financial assistance office.

*Music Talent Scholarship*

Each year three Music Talent Scholarships are awarded to freshman applicants with superior talent who plan to major in music. Students in any field of music are eligible for consideration. The amount of each Music Talent Scholarship varies from $500 to $1,500 per year according to the recipient's financial need.

To be considered for a Music Talent Scholarship, a prospective freshman must file the special Music Talent Scholarship Application in the Office of Admissions by February 15. If she is applying for more than the minimum stipend, by February 15 her parents must also submit a Meredith financial assistance application to the Office of Scholarships and Financial Assistance and a Financial Aid Form to the College Scholarship Service.

Though financial need determines the amount of the scholarship stipend, the selection is based completely on musical ability, previous performance, and potential achievement in the field of music. On the basis of auditions in the fall or winter, finalists are chosen in late February by the Department of Music and the Performing Arts; the finalists are invited to the campus on a Saturday in March for another audition and interviews with the music faculty.

A Music Talent Scholarship is renewed annually subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all music courses taken at Meredith. The continuing music scholar with financial need must file the required forms in the financial assistance office.

### *General Scholarships*

Meredith provides a number of general scholarships for entering and continuing students with financial need.

### *North Carolina Contractual Scholarships*

North Carolina Contractual Scholarships are available to eligible students through funds appropriated by the North Carolina General Assembly for students attending private colleges and universities in the State. For a student to be eligible for such an award, she must be a legal resident of North Carolina and have financial need. Because the awards are based on need, the scholarship stipends vary.

### *Missionary Allowance*

A junior or senior certified by her local church as one planning to be a missionary will receive an allowance of $100 on her expense for the year.

### Endowed Scholarships and Loans

Friends of Meredith have provided funds to establish a number of endowed scholarships and loans. In many cases donors have made specific restrictions affecting the awards. The scholarships, which are awarded annually, are normally used in conjunction with other forms of assistance. The loan funds are used as needed for meeting financial need. Scholarships and loans are administered as a part of the Financial Assistance program and students do not apply for a specific scholarship or loan.

Earnings from the following funds are available for loan purposes:

*The Elizabeth Avery Colton Loan Fund*
*The Louis M. Curtis Loan Fund*
*The Dr. and Mrs. O.S. Goodwin Loan Fund*
*The Mabel L. Haynes Loan Fund*
*The Betty Hewlett Hurst Loan Fund*
*The John W.M. Hicks Loan Fund*
*The Mr. and Mrs. John Billingsley Ingram Loan Fund*
*The Henrietta S. Jarman Loan Fund*
*The Edna Tyner Langston Loan Fund*
*The Masonic Loan Fund*
*The Helen Josephine Neal Loan Fund*
*The Old Student Loan Funds*
*The Olive Chapel Loan Fund*
*The William H. Reddish Loan Fund*
*The Ada Middleton Stanback Loan Fund*
*The W.A. Thomas Student Loan*
*The William C. Vick Loan Fund*

The following scholarships are also available:

*James Larkin and Iona Mae Ballou Trust*
*Dr.J.T.J. Battle Scholarship*
*Fred C. and Irene Bonhardt Scholarship*
*Annie and John Bostic Scholarship*
*Charles Brewer Scholarship*
*Love Belle Brewer Scholarship*
*Margaret Highsmith Brown Scholarship*
*James E. and Mary Z. Bryan Scholarship*
*Maude Bunn Scholarship*
*Ruth Deaton Burnett Scholarship*
*E.N. Carr Scholarship*
*Z.M. Caveness Scholarship*

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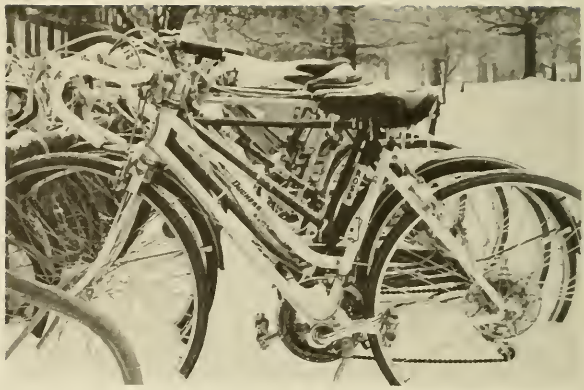
*Clancey Memorial Scholarship*
*Edwin S. and Goldie Coates Scholarship*
*Isabelle Coleman Scholarship*
*James Collier Scholarship*
*Elizabeth Avery Colton Scholarship*
*Beulah Rimmer Craig Scholarship*
*Craig-Davis Honors Scholarship*
*K.G. Davenport Dapore Scholarship*
*Essie Dale Hunter Dickson Scholarship*
*Elizabeth James Dotterer Scholarship*
*Lucille Lawrence Ellis Scholarship*
*Myrtle Hart Farmer Scholarship*
*Hester P. Farrior Scholarship*
*Lucy Teague Fassett Scholarship*
*Lillie Grandy Scholarship*
*Addie Jones Hall Scholarship*
*Fuller B. Hamrick Scholarship*
*Julia Hamlet Harris Scholarship*
*Shearon Harris Graduate Scholarship*
*Mattie Jenkins Henderson Scholarship*
*Paula Green Hester Scholarship*
*Ella Greenwood Holcomb Scholarship*
*Sally Wills Holland Memorial Fund*
*Ruth Tucker Holleman Scholarship*
*M.A. Horner Scholarship*
*Mabel Andrews House Scholarship*
*Nannie Willis Hunter*
*Hattie McCauley and Arthur James Scholarship*
*Mary Lynch Johnson Scholarship*
*Moses S. Jones Scholarship*
*William W. Lawrence Scholarship*
*Ida Belle Ledbetter Scholarship*
*Robert H. Lewis Scholarship*
*Mr. and Mrs. W.H. Matthews Scholarship*
*Quentin Oliver McAllister Scholarship*
*Mona Blevins McGilvray Scholarship*
*Wilma L. McCurdy Scholarship*
*Ralph McLain Memorial Fund*
*Margaret Mason McManus Scholarship*
*Leroy Martin Scholarship*
*Charles E. Merrill Scholarship*
*Charles S. Mitchell Scholarship*
*First Baptist Church New Bern Scholarship*
*Nancy Newlin Memorial Fund*
*Mary Crawford Norwood Scholarship*
*Margaret Faucette Parker Music Scholarship*
*Elizabeth Fleischman Patrick Scholarship*
*Perry-Harris Scholarship*
*Carolyn Peacock Poole Scholarship*
*Ida Poteat Scholarship*
*Theodore Presser Scholarship*
*Thomas B. Pruitt Scholarship*
*Z. Smith Reynolds Scholarship*
*Royster-Parker Scholarship*
*Ellen Amanda Rumley Scholarship*
*Ruth F. Singleton Scholarship*
*Oliver Larkins Stringfield Scholastic Fund*
*Jane Watkins Sullivan Scholarship*
*Emma Barber Towler Scholarship*
*Myrtle King Turner Scholarship*
*Marion Fiske Welch Creative Writing Scholarship*
*Wescott-Daniels Scholarship*
*Lettie Pate Whitehead Scholarship*
*Martha McKeel Whitehurst Scholarship*
*Duvall Williams Scholarship*
*Lena Mae Williams and Lena Stone Williams Schoarship*
*Annie Womble Scholarship*
*Lucile Ward Yarbrough Scholarship*

### Campus Employment

A variety of on-campus jobs provide a financial assistance resource in the form of campus employment. For the assistance recipient, the estimated earnings are included in her assistance award. Compensation, at



minimum wage, is paid monthly directly to the student. Freshman are generally not allowed to work on campus.

### Federal Assistance Programs

In addition to its own programs of financial assistance, Meredith offers assistance through the federal programs listed below. Recipients of these programs must be U.S. citizens or permanent residents of the U.S., must be enrolled for at least six semester credit hours, and must be making satisfactory progress toward graduation.

#### *PELL Grant*

These federally-sponsored grants are available to eligible students attending approved post-secondary institutions. The amount of a student's grant is determined on the basis of her own and her family's financial resources. All assistance applicants must apply for a PELL Grant.

No separate application is required as the Financial Aid Form (FAF) to the College Scholarship Service serves as the application when it is properly completed. Following an analysis of the FAF a Student Aid Report (SAR) is sent to the student. The student is required to send the SAR to the Meredith Scholarships and Financial Assistance Office regardless of her eligibility.

#### *Supplemental Educational Opportunity Grants*

These grants have been established by the federal government to assist students with analyzed financial need.

#### *National Direct Student Loan*

This program, funded by the federal government and administered by Meredith , makes available low-interest loans to students with financial need. A student is obligated to repay the loan with interest within a 10-year period. Repayment begins six months after graduation, at termination of study, or at reduction to less than half-time study.

#### *College Work-Study Program*

Many of the students assigned to campus employment are participating in the federally-sponsored College Work-Study Program.

#### *Guaranteed Student Loan*

Under this program, a student may be eligible to borrow as much as $2,500 a year. The federal government will pay interest on the loan while the student is in school. Repayment of principal and interest will begin six months after the student graduates or ceases to be enrolled in college at least half-time. If the student is a legal North Carolina resident, she may obtain an application by writing College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, North Carolina 27605. If the student lives out of state, she should inquire about the source of applications from the Department of Education of her state of legal residence.

### *North Carolina Legislative Tuition Grants*

This entitlement grant is available to legal residents of North Carolina enrolled as full-time undergraduates attending in-state private colleges or universities. If a student receives financial aid, this grant is part of her award. The amount of the grant for 1983-84 was $750.

### *North Carolina Student Incentive Grants*

These grants are funded by federal and state appropriations to assist full-time North Carolina students with substantial financial need. They are administered through the College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, North Carolina 27605. To apply, the student must list N.C. Student Incentive Grant (code number 0742) on her Financial Aid Form (FAF). College Foundation will send the eligible student a supplementary form to complete.

### *North Carolina Prospective Teachers Scholarship Loan Fund*

A limited number of awards are provided annually. They are awarded on the basis of the aptitude, purposefulness, scholarship, character, and financial need of the applicant.

Detailed information concerning this scholarship-loan program may be obtained from the high school guidance counselor or by writing to the Prospective Teachers Scholarship-Loan Fund, State Department of Public Instruction, Raleigh, North Carolina 27611,

### *Vocational Rehabilitation*

Financial assistance for attending college is provided by the State of North Carolina for residents of North Carolina who are physically handicapped. For additional information write directly to the North Carolina Vocational Rehabilitation Division, State Department of Public Instruction, Raleigh, North Carolina 27611.

### *Veterans Benefits*

The family situation of some students may entitle them to receive benefits under this program. Information may be obtained from the local agency.

MEREDITH
ANGEL FARM

# Student Life

The quality of student life at Meredith is important to its student community. There is a strong commitment to a total education which integrates academic and extracurricular experiences to further a student's personal and intellectual growth. Supporting the concept of total education, the College provides a creative residence-life program, avenues for developing leadership potential, and opportunities for full participation in campus and community affairs. The College is also concerned with an integrated liberal arts approach to increasing the student's awareness of her global citizenship and her involvement in social and political affairs.

An exciting aspect of student life at Meredith is the opportunity—and the responsiblity—students have in creating and implementing activities of the College. In addition to the contributions they make to their various organizations, students are fully involved in the college committees that consider academic programs, instructional matters, and cultural events, as well as student-life issues. To lend encouragement and support to the student-life area, the College provides a variety of services and trained personnel through the Division of Student Development. Student support services include admissions, financial aid, dean of students, residence halls, resident advisers, campus ministry, developmental counseling, student activities, guidance and counseling, career services, health services, and community resources.

## STUDENT ORIENTATION

An in-depth and diversified program of orientation for new students and their families takes place before classes start in August, and an abbreviated program is arranged for students entering in January. Included in the August orientation program are discussions on various phases of college life, placement tests, registration, instruction in the use of the library, and social events such as picnics and mixers with area colleges. Through these and other activities, the orientation period provides opportunity for students to meet fellow classmates, faculty advisers, campus leaders, and students from neighboring colleges and universities. There are also opportunities to identify college officials and their roles and to learn about the many available college services and resources.

The *Student Handbook*, which is mailed to each new student prior to the new semester, is reviewed in several training sessions to familiarize the new student with all aspects of campus life at Meredith College. Orientation and handbook training sessions continue in small groups throughout the new student's adjustment to the college experience and the community.

## CULTURAL AND SOCIAL ACTIVITIES

Believing the cultural and social aspect of the campus to be crucial to the total development of the student, Meredith College incorporates a variety of events into the college calendar. The purpose of the Concerts and Lectures Committee and the Convocation Committee is to bring outstanding artists, lecturers, and performers to Meredith to enhance the College's program. Meredith students have heard Dr. Lisa Sergio, author, international news analyst, humanist, and international development specialist of Washington, D.C.; Margaret Kuhn, president of the Gray Panthers, an activist group for social change and justice for the elderly; Vinie Burrows in *Walk Together Children*, a dramatic presentation of the poetry, prose, songs, humor, and pain of the black experience in America; Pavel Litvinov, a leading Soviet intellectual whose grandfather was the first Soviet ambassador to the United States; Tom Jackson, author of *The Hidden Job Market*; the Right Honorable Sir Harold Wilson, former prime minister of Great Britain; and Dr. Roger Fouts, an experimental psychologist who has been actively involved in teaching language to chimpanzees. Dr. M. Mahan Siler, Jr., director of the School of Pastoral Care, North Carolina Baptist Hospitals, Inc., has been a featured speaker of the Staley Distinguished Christian Scholar Lecture Program. Touring drama, music, and dance companies such as The Academy Theatre, Yale's Society of Orpheus & Bacchus, and The Edith Stephen Dance Company also have delighted Meredith audiences with their presentations. In addition to Meredith's efforts to attract renowned people, a variety of cultural societies in Raleigh brings talent to the area.

Meredith students also perform in the Raleigh area and on tours. Four groups directed by the music faculty — the Meredith Chorus, the Renaissance Singers, the Meredith Chorale, and the Meredith Ensemble — appear in concert regularly throughout the college year. The Meredith Performs series offers students with interests in music, drama, and dance opportunities to acquire practical experience both in production and on-stage. Recent offerings in the series have included *Once Upon a Mattress, The King and I, Under Milkwood, Peter Pan*, and the Meredith Dancers in Concert.

Several on-campus social activities for students are coordinated through the efforts of the College Center Association, which works to see that Cate Center hosts interesting programs. A number of the College's activities sponsored by various student organizations are part of the

Meredith tradition. Through the hilarity of Cornhuskin' and the dignity of formal occasions such as the Christmas dinner, campus traditions help foster a spirit of community. Furthermore, Meredith's proximity to other colleges, not only in Raleigh but in Chapel Hill, Durham, Greensboro, and Winston-Salem, offers a host of social activities.

## STUDENT HONORS

Honors are bestowed in various ways by Meredith in recognition of outstanding achievement. Kappa Nu Sigma, founded at Meredith in 1923, has as its aim the promotion of scholarship at Meredith by recognizing academic excellence. Admitted on the basis of scholastic standing, students may become associate members during their junior years; full members their senior years. Silver Shield, organized in 1935, is an honorary leadership society. Members are selected on the criteria of Christian character, constructive leadership, service to the College, and academic achievement. Chosen from the junior and senior classes, members are inducted at a public ceremony. Who's Who in American Colleges and Universities recognizes seniors who distinguish themselves as scholars and campus leaders. The Dean's List and a degree with distinction also have the purpose of recognizing academic achievement. A degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the conditions described on page 71.

Honorary societies affiliated with national or international professional societies that offer membership to outstanding students in specialized areas are Psi Chi for psychology students, Phi Alpha Theta for history students, Sigma Alpha Iota and Pi Kappa Lambda for music students, Delta Mu Delta for business students, Beta Beta Beta for biology students, and Kappa Omicron Phi for home economics, and Alpha Kappa Delta for sociology.

Awards that recognize academic excellence include the Agnes Cooper Memorial Award of $50 to a junior or senior music major chosen by the Department of Music and the Performing Arts; two Ida Poteat Alumnae Scholarships of $200 each to a rising senior and a rising junior on the basis of scholarship, character, and service to the College; and two Helen Price Scholarshps of between $100 and $150 each from Kappa Nu Sigma to the freshman and the sophomore with the highest scholastic average in her respective class.

## STUDENT RESPONSIBILITY

The faith that Meredith places in her students as responsible, contributing members of the College community dates back to the first years of the institution. The establishment of a student government association in 1905 is early evidence of this confidence, and the more recent trend to allow more academic and extracurricular matters to be directed by the students' sense of responsibility further reflects this attitude. While there are some policies that the College must make explicit, students largely accept responsibility for student government and student life affairs and for the success of campus organizations and activities. In addition, they contribute to overall policy decisions, as they have voting representation on nearly all college committees.

### *Honor System*

The Honor System is the clearest example of student responsibility. Founded upon the premise that dishonesty of any nature has no place at Meredith, the system demands personal integrity of each student. The Honor System, through the spirit of community it engenders, encourages the freedom and trust essential to intellectual growth and maturity.

Its operation entrusted to the student body, the Honor System depends on each student's belief in the principles underlying the system and on her insistence that it work. Each student is personally responsible for her own conduct and for her obligations to the community. If a student breaks a regulation, she is expected to keep faith with her fellow students by reporting herself to student leaders. If she is aware of a violation by another student, she should call this matter to the attention of that student as a violation of responsibility to the community.

## STUDENT GOVERNMENT ASSOCIATION

All students are responsible for the self-governing operations of Meredith under the Honor System. Therefore, all students are members of the Student Government Association (SGA), which meets bimonthly on Fridays. Its ultimate purpose is to promote individual responsibility to the Honor System, but the Student Government Association seeks to involve all students in the academic and social life of the College.

The leadership of the Student Government Association is composed of four elected groups — the elections, residence hall, legislative, and judicial boards. An executive committee is composed of the student government president and representatives from each board.

## *Student Regulations*

Through the Student Government Association, students make their own regulations pertaining to student life. In keeping with the spirit of the community that is Meredith, a college committee composed of faculty and students and known as the Student Life Committee, confers with the SGA on major matters of student concern. Regulations deemed necessary for the well-being of the student are explained in the *Student Handbook.* A condensation of the material in this publication is sent to all entering students in the summer prior to matriculation in August.

## *Student Life Committee*

With campus-wide representation, the Student Life Committee works to enhance the quality of student life at Meredith. The function of the committee is to direct attention and study to the concerns and the well-being of the students; to give consideration to spiritual, recreational, and health needs of the students; to study and review student organizations; and to review periodically all student regulations.

## STUDENT ORGANIZATIONS

Students are responsible for the effectiveness of the many organizations on campus. For example, three college publications are directed by students elected as editors. Responsible for maintaining a good system of communication and for providing opportunities for students to voice their opinions, the student newspaper, *The Twig*, with a few exceptions, is issued weekly. *The Acorn*, the campus literary journal, encourages creativity among the students and is published twice during the year. The college yearbook is entitled *Oak Leaves*.

Student-directed clubs are another means of enriching the Meredith program. Growing out of academic and other types of activities, these organizations encourage students to pursue their various interests. Some of the more active clubs and organizations on campus include Barber Science Club, Association for Black Awareness, Canaday Mathematics Club, Elizabeth Avery Colton English Club, Freeman Religion Club, Meredith International Association, La Tertulia Spanish Club, Tomorrow's Business Women, Tyner Chapter of the Student National Education Association, Young Democrats Club, Young Republicans Club, Cooperative Education Club, and American Society for Personnel Administration (ASPA).

### *Societies*

Two societies on the Meredith campus exist as voluntary service and social organizations. Originated as literary societies, Astrotekton and Philaretian now work with agencies such as the Governor Morehead School and the Cerebral Palsy and Rehabilitation Center, as well as with the coordination of social activities on the campus. At their regular meetings, the societies organize a variety of student projects and activities.

## RELIGIOUS LIFE

Meredith College seeks to reinforce the students' development both intellectually and spiritually. Therefore, the religious life of the College is crucial to its overall program.

Several services are sponsored by the College to affirm the value it places on the religious dimensions of the students' lives. One such service is provided by a full-time college minister, "a pastor on campus," who is available for conversation or counseling pertaining to religious questions, religious vocations, or personal problems. In addition, regular worship services are integral to the college program. Meredith worship services contribute to the spirit of community, as well as campus spiritual life. The period from 10:00 to 11:00 A.M. on Wednesdays is reserved for voluntary worship services. Another activity important to the religious life of the community is Religious Emphasis Week. During this week, religious leaders from outside the college community are invited to discuss with the students matters of spiritual significance.

The religious activities of the students are under the general direction of the Meredith Christian Association (MCA). The association seeks representatives of all faiths and denominations to serve on its council. Also comprising the council are the chairmen of various volunteer service projects. On occasion, MCA sponsors study groups, vespers, and other worship services, as well as coordinating the annual Religious Emphasis Week.

## RECREATION

At Meredith there is a variety of recreational activities available for students. The Weatherspoon Physical Education-Recreation Building provides excellent facilities for curricular and extra-curricular sports activities, with court space for games such as basketball, volleyball, and badminton. The Weatherspoon Building also

has an indoor swimming pool and a dance studio. A fully-equipped weight room is available for athletic training and general conditioning for the Meredith student. Outdoor facilities include six lighted tennis courts, an archery range, a putting green, a softball diamond, and riding facilities. Nearby golf courses and ranges are often used by the students. In addition, ping pong and pool tables are set up in the Cate Center. Equitation is a popular feature of the physical education program with instruction available on levels ranging from beginner to advanced. Students who wish to board horses may inquire through the business office. The Meredith Recreation Association coordinates organized intramural activites, along with other special recreational events.

## INTERCOLLEGIATE SPORTS

Intercollegiate sports are an important part of Meredith student life. Students have an opportunity to compete in five intercollegiate sports: golf, tennis, basketball, volleyball, and softball. Meredith is an active member of the National Collegiate Athletic Association (NCAA), Division III, which is a non-scholarship division. Competition is not limited to other Division III schools, nor is it limited to NCAA affiliated schools.

## RESIDENCE

Meredith students under the age of 23 may choose to live on campus or to reside with their parents, husband, or (with special permission) a close relative. Senior and junior students and transfers accepted for those classes may, on occasion, be given special permission by the dean of students to reside off campus.

Campus housing is available only to full-time students (carrying a minimum of 12 credit hours) under the age of 23. Any full-time student residing on campus who reaches the age of 23 during an academic year may complete that year on campus, but will not be eligible for on-campus housing thereafter, unless she entered Meredith prior to the age of 21 and is completing a continuous four-year academic program.

Seven residence halls are available for on-campus housing. Attractive and comfortable, most rooms are arranged in suites of two with adjoining baths. The newer residence halls are air-conditioned and completely carpeted. Each student receives from the College a limited amount of weekly laundry service.

Freshmen are usually assigned to Carroll, Carroll Annex, Stringfield, and Vann residence halls, transfer students to the various residence halls, depending on academic classification and the location of available spaces. Any preference for roommate and hall should be made to the dean of students by early summer. Preferences are honored whenever possible. Housing assignments are usually mailed to the new students in the latter part of July.

Members of the junior class, elected by the student body as residence hall vice presidents, live on each freshman floor. Their responsibilities include informal guidance of the freshmen on their respective halls. Upperclass students also serve as vice presidents of the other residence halls. Two resident advisers are employed to live in the freshman residence halls and are available to students at all times; three other resident advisers are available to the upperclass students.

### *Non-Resident Student Life*

The non-resident student enjoys a variety of programs planned throughout the year to meet the unique needs of those who commute to campus each day and to assist them in becoming a part of the total campus community. The fireside lounge in the Cate Center is designated for non-resident student rest, study, and relaxation. It is the center of non-resident student activity and communication since there are mailboxes, a telephone, and a bulletin board for students to receive information and announcements about important events.

Food is available in the snack bar in the Cate Center or the Belk Dining Hall.

## HEALTH CARE

Health care is under the general direction of the director of health services. The infirmary is served on a regular basis by two local physicians with registered nurses on duty or on call 24 hours a day. The college physicians have designated office hours in the infirmary when students may see them. Only minor illness and emergencies are treated in the infirmary. Major illnesses are referred to physicians off the campus or to family physicians. It is the purpose of the physicians and nurses to prevent illness by means of informing the students about good health practices.

## COUNSELING

### *Career Planning*

The Office of Career Services, located in the Cate Center, offers help to the student who is undecided about her course of study or her career plans and to those preparing for access to a career field. Information is

available on employment, interviewing, preparation of resumes, occupational outlook, salaries, and other concerns of a vocational nature. Vocational interest tests may be taken if needed. A career planning seminar, open to all students, is offered during the fall and spring semesters. Senior workshops and on-campus recruiting by employers are available to seniors as they begin to implement their plans for graduate study or careers.

## *Academic Advising*

The College provides guidance to students in the planning of their individual academic programs. See pages 11, 64, and 65 for further details.

## *Personal Counseling*

Professional counselors are available to talk confidentially with any student who has a personal concern of any kind—academic, vocational, or social-emotional. In addition to the counseling service provided on campus, the counselors also have information about available off-campus resources which may be pertinent to students' needs. Students are encouraged to stop by the counseling offices any time during the day, or to call and arrange an appointment. The counseling offices are located on the second floor of Cate Center and in Jones Chapel.

## *Personal Growth and Counseling Center*

Located in the Cate Center, the Personal Growth and Counseling Center was established in August, 1983 to meet the growing needs of students for personal and group counseling opportunities. In a warm and relaxing atmosphere, students are encouraged to use the center's extensive collection of both reading materials and tapes. The counseling staff is available for personal counseling and testing at the request of the individual student. A program series encompassing a wide range of topics dealing with personal growth and development is also offered through the center in its "Wednesdays at the Center" programs. The relaxation room invites students and staff throughout the day.

## *Freshman Seminar*

All freshman are required to attend Freshman Seminar during fall semester at 10 a.m. each Monday. Sessions are offered which will enhance the academic, social, and personal adjustment of the student to college life.

ELECTROCOMP
POLY-BOX

# Academics: Programs and Regulations

Meredith offers three undergraduate degree programs: Bachelor of Arts, Bachelor of Science, and Bachelor of Music. The Bachelor of Arts is a broad-based degree that offers a liberal education with majors available in 13 departments of the College. The Bachelor of Science degree is more specialized than the Bachelor of Arts degree but is firmly based in a general studies program which includes substantial experience in the humanities, fine arts, and social sciences. Area distribution requirements are identical for the Bachelor of Arts degree and the Bachelor of Science degree. Students who major in the departments of biology and medical technology, business and economics, chemistry, or mathematics, may choose either the Bachelor of Arts or the Bachelor of Science. The Bachelor of Music with a major in applied music or music education is a professional degree which is built on a liberal arts base and is intended to prepare the student for a career in teaching and performance.

The College also offers graduate degrees in Business, Elementary Education, and Music — the Master of Business Administration, the Master of Education, and the Master of Music. These degrees are designed to provide professional competence in the workplace. Complete information is available from the Office of the Registrar.

## CHOICE OF CATALOGUE

A student may elect to follow the degree requirements listed in any subsequent catalogue in force during her period of residence.

## DEGREE PROGRAMS

### *Requirements for All Degrees*

The curriculum is arranged by courses with each course quantitatively evaluated according to the semester hour system and a four-point system of quality points. A candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music must complete at least 124 semester hours with a quality point ratio of at least 2.0 on (1) all courses attempted; (2) all courses attempted at Meredith; and (3) all courses attempted at Meredith in her major subject(s).

### *Requirements for the Bachelor of Arts and Bachelor of Science Degrees*

Meredith College is committed to the education of the whole person. Therefore, basic requirements for all students are designed to encourage the full development of all of the capacities for human knowledge — sensing, feeling, and thinking. Courses in the arts, sciences, and humanities are required of all students as essential to a liberal education that is dynamically related to traditional knowledge, values, and insights, and to the demands of a changing age. These courses are divided into four areas which expose the student to a broad distribution of human knowledge and to different modes of learning about herself and her world. In addition, every student must study in depth one specific area of human knowledge and must, therefore, fulfill requirements for one of the majors listed on page 55.

## Area distribution requirements

Each student should examine human values and continue the lifelong process of developing her own beliefs about the meaning of existence in relation to herself, to others, and to God. She should encounter the great creative achievements of mankind and discover those values which are for her most essential to a rich, full, and significant life. She should understand herself in society and develop her knowledge about the human community both in its local, national, and world expressions and in its past and present forms. She should have an informed concept of herself as a part of the natural universe, and she should develop physical skills consistent with her physique, natural abilities, and interests. She should develop an analytical and practical mastery of language as the primary medium through which we learn and share our knowledge.

Toward these ends each student who receives the B.A. or B.S. degree must fulfill the requirements in each of the following areas: humanities and fine arts, social and behavioral sciences, mathematics and the natural sciences, and health and physical education.

I. Humanities and fine arts . . . . . . . . . . 24-27 credit hours
   A. English composition . . . . . . . 3-6 credit hours
      Any student who makes a grade of "C" or better in English 111 meets the requirements for English composition. If a student makes a "D" in English 111 she must either repeat and pass English 111 (no additional credit) or pass English 112 (3 hours credit).
   B. Foreign language . . . . . . . . . . . 6 credit hours
      (Requirement must be met in a single language. Students will be placed at appropriate levels by the department.)
   C. Literature . . . . . . . . . . . . . . . . . 6 credit hours
      1. A 3-hour course in major British authors.
      2. A 3-hour course in English, American, or world literature; or any literature course in a foreign language.
   D. Religion . . . . . . . . . . . . . . . . . . . 6 credit hours
      1. A 6-hour introduction to the Old and New Testaments or
      2. A 3-hour introduction to Biblical literature and history and one advanced 3-hour course in religion.
   E. Elective . . . . . . . . . . . . . . . . . . . 6 credit hours
      Must include at least two of the following categories: art; dance theory or history; music; philosophy; speech; theatre

II. Social and behavioral sciences . . . . . . . 12 credit hours
   A. History of Western Civilization . . . . . . . . . . . . . . . . 3 credit hours
   B. Electives . . . . . . . . . . . . . . . . . . 9 credit hours
      Must include at least two of the following categories: economics, cultural geography, sociology and anthropology, politics, psychology.

Additional choices may be from any of the social and behavioral sciences, including history.

III. Mathematics and natural sciences . . . . . . . . . minimum of 13 credit hours
  A. One laboratory course chosen from biology, chemistry, or physics . . . . . . . . . . . . . . . . . . . . 4 credit hours
  B. One course in mathematics . . . 3 credit hours
  C. Electives . . . . . . . . . . . . . . . . . . 6 credit hours
  (To be taken from two of the following: biology, chemistry, physical geography, physics, or mathematics)
  No more than two 100-level mathematics courses may be applied to the mathematics/science general education category.

IV. Health and physical education . . . . . . . 4-5 credit hours
  Include four activity courses, or three activity courses and a 2-hour course in health or first aid.

*Note: Education methods courses may not be used to satisify area distribution requirements.*

### Major requirements

As soon as feasible, but no later than the end of the sophomore year, a candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music shall select a subject major. Each student must declare a major on a form available in the Office of the Registrar. Signatures of the student and head of the major department are required before the form is returned to the Office of the Registrar. A student may choose a second major, a second degree, and/or an area of certification. These must be indicated on the form. The head of the major department will assign a major professor, to be indicated on the declaration form, who will supervise the student's program. If a student withdraws and returns to Meredith at a later date, she must repeat the above process.

Majors may be selected from the following subjects. Detailed requirements are listed in the respective sections on pages 76-125.

*Bachelor of Arts*

American civilization
art
biology
chemistry
economics
English
French
history
international studies
mathematics
medical technology
music
musical theatre
political studies
psychology
religion
social work
sociology
Spanish
theatre

*Bachelor of Science*

biology
business administration
chemistry
home economics
mathematics
mathematics/computer science

*Bachelor of Music*

applied music
music education
piano pedagogy

*Teacher education is described on pages 88-93.*

### Contract Majors

A student who wishes to depart from the traditional majors offered by the College may, in consultation with appropriate department heads, petition the Academic Council for permission to pursue a contractual major.

## *Requirements for the Bachelor of Music Degree*

Detailed requirements for the Bachelor of Music degree with a major in applied music, piano pedagogy, or music education are given on pages 110-112.

## *Requirements for a Second Baccalaureate Degree*

A second and different baccalaureate degree may be sought by a person who holds a bachelor's degree from Meredith College or another institution or by a student currently working on her first baccalaureate degree at the College. The following conditions must be fulfilled by the student who wishes to receive a second degree:

1. She must meet all the requirements for the second degree.
2. She must complete a minimum of 30 hours in residence beyond requirements for the first degree.

Normally, the same degree will not be awarded twice. The student who is working on a second baccalaureate degree shall be classified academically as a senior.

## *Minors*

A student may choose to complete a minor area of concentration but she is not required to do so. Minors require a minimum of 18 semester hours with study in upper division courses. Structured programs are available in the departments or a student may devise her own program in consultation with her adviser. All minor programs must be approved by the chairman of the department in which they are based.

# THE HONORS PROGRAM

The Honors Program offers the intellectually gifted and ambitious student opportunities to develop academically to her full potential. Each year, fifteen to twenty entering students are invited to participate in the Honors Program. The honors curriculum spans the four-year undergraduate experience and is well integrated into the whole of the academic program. It involves courses meeting basic requirements in the humanities, arts, and sciences, study in one's major department, electives in selected areas of interest, and a culminating senior-year study experience. Various types of courses and instructional processes are available, including special honors courses offered by various departments, interdisciplinary colloquia or seminars, contractual arrangements for honors credit in regular courses, and independent studies and research projects. Opportunities to share ideas with students and faculty in meaningful discussion are combined with chances for working independently on topics of special interest.

## The Honors Curriculum

The four-year honors curriculum of thirty-one credit hours represents one-fourth of the total number of hours required of all students for graduation at Meredith. It includes courses that expose the student to the breadth of human knowledge as well as in-depth study in selected fields. The program includes the following components.

**Prescribed Honors Courses .............. 7 hours**

To help participants learn to think rigorously and to communicate precisely, the following two courses are required.

*Honors Writing Course (3 hours)*

Language is the primary medium through which we learn and share our insights, and written expression is a key means for transmitting knowledge. Each participant will therefore take a writing course designed for the honors students. This course fulfills the English 111 requirement for graduation.

*Honors Laboratory Science (4 hours)*

An informed understanding of the natural universe and one's relationship to it is a goal for all Meredith students. The participant will take an honors laboratory science course that will fulfill the laboratory science requirement for graduation. The special honors course will be rotated among the various options - biology, chemistry, and physics.

**Honors Colloquia ...................... 6 hours**

The honors colloquia, often interdisciplinary and often team taught, will allow participants to investigate topics across the spectrum of human knowledge. The courses seek to provide a thorough examination of the subject while also helping the participant to see where disciplines intersect -- to think horizontally as well as vertically. Each student will elect two colloquia (3 hours each) on selected topics, including at least one colloquium in the freshman year. These courses will meet graduation requirements in the main areas of general education as approved by the department(s) involved.

Early in each spring semester, the colloquia to be offered the following year will be determined by the Honors Committee and the descriptions made available by the Honors Coordinator to all honors students. Each individual can then confer with her adviser regarding the appropriateness of each upcoming colloquium for her general needs and interest.

**Honors In The Major Field ............... 9 hours**

To heighten the participant's understanding of the knowledge skills and tools of her major discipline, each honors student will complete at least nine credit hours in honors work within her chosen field. She may meet this requirement through any combination of the following options:

- Honors courses offered by the department
- Contractual work for honors credit in regular courses offered by the department
- Independent study in the major
- Additional honors colloquia beyond the minimum requirements, subject to the department's approval of their relatedness to the major field

**Honors Elective . . . . . . . . . . . . . . . . . . . . . . . . 6 hours**

Each participant will elect at least two additional honors credit courses to accommodate her own particular interests and needs. The courses may count as area distribution, major, or elective credit. Courses options include:

- Additional honors colloquia beyond the minimum requirements
- Departmental honors courses
- Regularly scheduled courses for which the student contracts for honors work and credit
- Independent study.

**Honors Thesis**
**Or Equivalent Project . . . . . . . . . . . . . . . . . . . 3 hours**

The honors experience will culminate in the senior year with an honors thesis or an equivalent project (written thesis, laboratory research, performance, exhibition, etc.) approved by the department(s) concerned and the Honors Committee. This experience allows the participant to bring her intellect and talents together in an original, independent presentation that should reflect the scope of her learning.

A student is expected to take honors work each year. She would typically take two to three honors classes during the freshman year, including the honors writing course and an honors colloquium. Retention in the program requires that the student maintain a minimum overall grade point average of 3.000 or, failing that, to receive permission of the Honors Committee to continue in the program. Upon successfully completing the honors curriculum and meeting all other college requirements while maintaining a minimum overall grade point average of 3.000, the participant will be recognized at graduation as an Honors Scholar. The student's transcript will clearly reflect courses taken for honors credit and graduation as an Honors Scholar.

## CAREER DIRECTION

A firm grounding in the arts, sciences, and humanities, including a major in one of the academic disciplines listed above, is considered essential to the life direction and career of every student. Meredith has approved programs in teacher education and social work which a student may pursue in addition to her major. Specific career preparation is also an integral part of many of the majors and is obvious in such departments as business, home economics, and music. All of the departments, however, provide opportunities for career preparation at the undergraduate level. Many departments have prepared programs so that students may use their electives to give career direction to majors in the department. Departmental advisers will provide information along with assistance in planning other programs that meet the career concerns of a particular student. The Office of Career Services also provides information and advice (see pages 50-51).

### *Pre-Professional Preparation*

Students who wish to prepare for entrance into a professional or graduate school should plan their programs with that in mind. Students may plan programs which lead toward careers in teaching, research, medicine, law, theology, journalism, library science, dentistry, special education, medical technology, merchandising, and other professions. Special advisers from among the faculty are appointed to give assistance in planning pre-professional programs.

## *Medical Technology Program*

Meredith's program in medical technology involves three years at Meredith and one full calendar year at Duke University Medical Center. This program prepares students to enter the field as medical technologists with the Bachelor of Arts degree. The program at Duke is a CAHEA approved program, and graduates are eligible for national certification. Career opportunities in hospitals, laboratories, research, public health facilities, and educational institutions are widely available. For specific requirements see page 79.

## *Professional Communications*

Coordinated by the Department of English, the Concentration in Professional Communications is an eighteen-hour concentration open to all students. Courses in graphic design, expository and technical writing, and speech may be combined with electives in photography, creative writing, journalism, and marketing. With faculty supervision, each student enrolled in the concentration will have the opportunity to hold an internship, frequently one designed for her interests and career goals. Concentration requirements are on page 93.

## *Social Work Major*

Meredith's major in social work is fully accredited by the Council on Social Work Education. The primary objective of the Social Work major at Meredith is to prepare students to enter social work or other related helping professions at the beginning professional level of competence. Since at the undergraduate level this can best be done within the framework of a broad liberal arts curriculum, the Social Work major is integrated with the area distribution requirements for graduation at Meredith.

A student who wishes to enroll in the Social Work major should take Social Work 240, Social Work as a Profession, in the sophomore year. If the student is advised to continue in the program by the instructor, she will then declare a major in social work and be assigned a major adviser who will work with her in planning a course of study which is consonant with the major requirements and her own career goals. Upon graduation, she will be awarded the Bachelor of Arts degree with a major in social work.

For specific requirements see pages 123-125.

### School Social Service Work

The Meredith Social Work major is approved by the North Carolina State Department of Public Instruction for certification in school social service work. All requirements for the social work major must be met plus specified courses in education: Educational Psychology (Education 234) and either Foundations of American Education (Education 232) or Philosophy of Education (Education 233). All of the social work field experience must be completed in a child serving agency.

### Teacher Education

Meredith offers state-approved competency-based teacher education programs leading to North Carolina Class A teaching certificates in: (1) early childhood education (grades K-3); (2) intermediate education (grades 4-9); (3) subject areas (grades 9-12): business education, English, French, home economics, Latin, mathematics, science, social studies, and Spanish; and (4) special subject areas (grades K-12): art, music, and reading. Although all the teacher education programs are designed to prepare students for certification and teaching in North Carolina, students who successfully complete a teacher education program at Meredith are eligible for teacher certification in most other states under the provisions of the Interstate Reciprocity Contracts established between North Carolina and most other states.

The College also offers state-approved competency-based teacher education programs leading to the Master of Education degree in elementary education and North Carolina Class G teaching certificates in early childhood education or in intermediate education. Complete information about the programs can be obtained from the Education Department or from the Registrar's Office.

## CONVOCATION

Convocations for the entire Meredith community are held at regular intervals throughout the year. As an integral part of the academic program, these assemblies are planned to stimulate and add to the community's spiritual, intellectual, and cultural conversations. All students are expected to attend.

## CONTINUING EDUCATION

The Office of Continuing Education at Meredith provides access to programs designed to meet community-wide learning needs. Its special focus is women, 23 years or older, who wish to begin or resume college-level work. Offerings are available in the following three areas:

### Re-entry/Academic Credit Programs

A woman may enter a degree program either through the regular admissions procedure as a freshman or transfer student (see page 15) or through special admission as a re-entry student (see pages 18 and 21 and 26). Because the re-entry option involves preadmission advising and an individually-tailored preliminary program, even those eligible for regular admission frequently choose this special procedure.

When the preliminary program has been satisfactorily completed, re-entry students apply for regular admission as degree candidates, with advising then shifted to appropriate faculty members. The Office of Continuing Education, however, continues to enhance the educational experience of adult students at Meredith through a variety of support services and activities.

### Enrichment Programs

Courses in the enrichment curriculum carry Continuing Education Units (CEU). One CEU is equivalent to 10 contact hours. CEU's do not carry academic credit and cannot be applied to degree work but they may be used for teacher certification renewal credit, and are recognized by many agencies, institutions, and businesses for certification and advancement purposes. Most

enrichment courses are offered in the evenings and are open to Meredith College students on the same basis as to the community at large. Topics range from humanities, to computers, to personal and career development responding to the needs of today's women as they cope with change in their lives. Listings and descriptions are available from the Office of Continuing Education.

## *Certificate Programs*

### *Legal Assistants Program*

Legal Assistants (paralegals) are persons with legal skills who aid attorneys in their work. They can perform almost any task except those requiring the professional judgment of a lawyer such as giving legal advice, accepting cases, or representing clients in court. Legal assistants work under the supervision of an attorney who is responsible to the client for all services rendered.

Meredith offers a three-month post-baccalaureate summer program for women interested in new careers as legal assistants or for those whose current careers would benefit from some legal training. No specific major is required. The curriculum provides a general understanding and appreciation of ethical and professional responsibilities and offers instruction in legal terminology, concepts, and procedures. Specialities include civil litigation, real estate, or estates, wills and trusts. Field trips help to define the roles and skills required of legal assistants in diverse settings, and research projects develop analytic and writing capabilities. Students who maintain a grade of B or better in each course are awarded the certificate.

Employment possibilities for legal assistants are varied. While most paralegals work for private law firms, opportunities also exist with banks, corporations, and government agencies. Job responsibilities differ depending upon the kind of business or firm and its size and specialization. Training as a legal assistant provides instruction in basic legal principles and skills which can be transferred to many settings.

The Legal Assistants Program at Meredith College was established in 1980 and is approved by the American Bar Association.

### *Cultural Resources Management*

Meredith offers an individualized, post-baccalaureate, part-time program for women interested in the field of arts management. Training is provided for administrative work with museums, arts councils, galleries, concert series, theatre and dance companies, and school system cultural activities. The program builds on basic courses in the arts and humanities, adding a variety of management skills useful in nonprofit organizations. Internships and the use of case studies develop appropriate applications. Upon successful completion of the program, the student is awarded the certificate.

## INDIVIDUALIZED OPTIONS

### *Special Studies*

A student may expand her curriculum beyond the courses in the catalogue by using the option available under the Special Studies Program. Independent study, directed individualized study, community internships, and special group studies are used by many students to individualize and enhance their programs. (See page 75.)

### *Cooperative Education*

Cooperative education is a plan whereby a student alternates periods of study at Meredith with periods of employment related to her career goals. Employment with cooperating companies and agencies is arranged and approved by the Office of Career Services and Cooperative Education. Participating students are supervised by designated faculty members. Participants receive one to four hours of academic credit for each work experience.

### *Cooperating Raleigh Colleges*

Meredith, Peace, St. Augustine's, and St. Mary's Colleges, North Carolina State University, and Shaw University form a consortium through which they provide, without extra cost, their collective educational resources to students at each of the six institutions. Under this agreement Meredith students may take courses at any of the other five campuses. These courses are utilized for general enrichment, to strengthen particular majors, to enhance career training, and in certain situations to earn an additional degree.

A student who wishes to register for a course at one of the Cooperating Raleigh Colleges should obtain a special request form from the Office of the Registrar and should secure the approval of her adviser, the chairman of the appropriate department, and the dean of the college. Except under unusual circumstances, approval will be given only for courses not available at Meredith and only to sophomores, juniors, and seniors. The Academic Council will receive written appeals from students whose requests have not been approved by the persons designated above. The maximum number of courses a student may take each year is three, and each course may carry up to four semester hours credit.

### *ROTC Opportunities through Cooperating Raleigh Colleges*

Meredith students are eligible to participate in either Army or Air Force Reserve Officer Training Corps (ROTC) programs at North Carolina State University through the Cooperating Raleigh Colleges consortium. Both ROTC programs provide the student an opportunity to earn a commission as a second lieutenant while completing the requirements for a baccalaureate degree.

Individual military courses may be selected without incurring a commitment to enter active duty, and the entire two-year basic course may be taken without obligation. Completion of the advanced course work does require accepting a commission.

Scholarships are available through the Army and Air Force programs. Advanced course students also receive monthly stipends and payment for summer camp training.

Registration procedures for military courses follow general Cooperating Raleigh Colleges guidelines. Additional information about either ROTC program is available upon request from the Office of Admissions.

## *Meredith Abroad*

Students at Meredith have available to them several options for study in foreign countries. Foremost among these options is the college-wide Meredith Abroad Program. Each summer the College offers a course of study in a selected foreign country (currently Great Britain) whereby a student may earn 12 semester hours of credit at the same cost as a semester on campus. Regular members of the College faculty form the core of the teaching staff with occasional utilization of foreign teachers. Other options are available as follows: departmentally sponsored programs, summer study at Oxford University in cooperation with the University of North Carolina, individual participation in programs at other institutions, and individual travel as described in the special studies options on page 75.

Those students who wish to enroll in the full semester program that is conducted by Meredith should consult the coordinator of international studies. Other programs are arranged within departments. All programs are publicized on campus.

## *Drew University*

Through an arrangement with Drew University in Madison, New Jersey, Meredith students may participate in a semester of study on the United Nations or in London on British politics and history. The program is open especially to qualified juniors who may receive credit for as much as 12 semester hours. The program on the United Nations consists of seminars led by members of various delegations to the United Nations, courses on the Drew University campus, and an intensive research project. The London Seminar, under the auspices of Drew, offers a semester of study in London at a British university.

Students who wish to participate in the Drew University seminar on the United Nations or on British politics and history at a London university should apply in the Department of History.

## *American University*

Through an arrangement with American University in Washington, D.C., Meredith students may participate in its Washington Semester, which introduces students from all over the nation to a first-hand study of American politics. The program is open especially to qualified juniors or seniors.

Students who wish to participate in the Washington Semester at American University should apply in the Department of History.

## *Marymount College*

Through an arrangement with Marymount College in New York City, students may visit this college for one semester. The program provides many opportunities for study in the Manhattan area. A student will choose courses in consultation with her adviser. The regular form for approval of visitation credit, available in the Office of the Registrar, will be used to apply for the program. Further information concerning the Marymount program may be obtained from the Office of the Vice President for Student Development.

## *Correspondence Credit*

Six hours maximum credit may be allowed for correspondence courses on which a grade of C or higher has been earned after written permission has been granted by the student's adviser, the head of the department involved, and the registrar.

## *Visitation Credit*

A student may elect to study for a semester at another college or university while retaining her status as a Meredith student. She may apply on a form available in the Office of the Registrar.

# SUMMER STUDY

Meredith conducts a summer session consisting of three three-week terms. Courses are generally taught over a three-week term with a student taking only one course per term. Occasionally some courses are taught for six or nine weeks. In this case a student may enroll in a single three-week course along with one of longer duration.

Meredith students enrolled at Meredith summer school may also take one course at another Cooperating Raleigh College. This course will be treated as an interinstitutional course. Fees will be paid at the other Cooperating Raleigh College, and a transcript must be sent to Meredith.

A student who plans to attend summer school at another accredited institution makes application for transfer credit on a form available from her faculty adviser or the Office of the Registrar. She secures written approval of her adviser, the appropriate department head, and the registrar for specific courses. The student may exercise the pass/fail option for a course. This option must be approved prior to taking a course. Upon completion of summer school courses, the student must request a transcript to be sent to the Office of the Registrar.

# ACADEMIC PLANNING AND ADVISING

## *Academic Advisers*

Upon arrival at Meredith each student is assigned an academic adviser who will aid her in planning her program, offer academic counsel, and serve as a personal counselor if the student so desires. Once the student declares a major field, she will be assigned to an adviser in the department. Although the major adviser must approve the student's program and will, in consultation with the registrar, certify to the faculty that she has met all requirements, *the student is finally responsible for her own program.* Special advisers are appointed to assist in pre-professional planning.

## Course Load

A student will decide upon her own course load in consultation with her adviser. The average load in a semester is 15.5 hours. The student wishing to graduate in four years should give particular care to maintaining this average. A student who takes an overload or underload of more than one semester hour should do so only after careful consideration.

## The Freshman and Sophomore Years

Before a student initially registers for classes at the College, and prior to each subsequent registration period, she will consult her academic adviser about her course of study. The only specific courses required in the freshman year are English composition, foreign language, and physical education. The student, with the assistance of her adviser, plans her other course choices, keeping in mind both the area distribution requirements (pages 54 and 55) and her own specific academic interests. A freshman who has a firm idea about her major field can usually begin courses in that area; one who is uncertain about her area of concentration may choose a variety of courses from the area distribution requirements in order to explore many academic areas. During her freshman and sophomore years a student may not take concurrently two courses in the same discipline without the departmental chairman's permission.

Whenever a student is ready to declare her major she should discuss the matter with the chairman of the department concerned and make proper arrangements.

## The Junior and Senior Years

Once she has declared a major, the student should consult with her major adviser. Since the student is finally responsible for fulfilling graduation requirements, she should have a thorough credit check with her adviser during the last semester of her junior year, perhaps at pre-registration for the senior year. If there are problems which she and her adviser cannot solve, she should consult the registrar or, in rare cases, the dean of the college.

## Graduation

Students may graduate in either May, August, or December. Seniors who expect to graduate must register their intention in the Office of the Vice President and Dean of the College. Those who plan to graduate in May or August must file by December 1; graduates in December file by May 1. A formal commencement program is held in May for graduates who qualify in August, December, or May and wish to participate. Only persons who fully meet the requirements for graduation may participate in the formal commencement program.

## *Graduate Record Examination*

Early in the senior year a student wishing to go to graduate school should arrange to take the Graduate Record Examination(s) through the Office of Career Services or at other established testing centers. Detailed information is available from academic advisers or in the Office of Career Services.

## *Changes in Class Schedule*

During the first five class days of each semester a student may change her course schedule without penalty. The number of credit hours for which a student is enrolled at the end of the five-day period will be the basis upon which tuition charges are made. No courses in progress may be added after this five-day period. All courses dropped between the end of the five-day period and the first four weeks of the semester will receive a W (withdrawal) grade. Courses dropped after this date will be graded WP (withdrawal passing) or WF (withdrawal failing) except in the case of medical or emergency withdrawals. (See pages 68-69, Grading System). All drops must be made no later than one calendar week before the last day of classes. All schedule changes are processed on forms available in the Office of the Registrar.

A student who does not wish to complete a course for which she is enrolled must withdraw officially through the registrar's office. If a student drops out of the class and fails to withdraw officially she will be treated as if she were still in the course and her grade recorded accordingly.

## *Repetition of Courses*

A student may repeat a course in order to improve the grade. The student should register for the course the next time it is offered. If repeated at Meredith, only the higher grade is used in calculating the quality point ratio. A student should not repeat at another school a course which she has failed at Meredith because of the effect on her Meredith grade average.

## *Class Attendance*

Each student is expected to be regular and prompt in her attendance at all classes, conferences, and other academic appointments. Regular presence of the student in the classroom is indispensable both to herself in deriving the most benefit from her courses and to her teachers and fellow students in sharing the benefits of her thinking. She must accept full responsibility for class presentations, announcements, and assignments missed because of absence.

The effect of class attendance on the grade will be clearly specified, in writing, by each instructor at the beginning of the course.

# CREDIT REGULATIONS

## *Advanced Placement Credit*

Advanced placement and credit are available in several departments. Entering students see page 20. Students in residence should apply directly to the department concerned or to the registrar.

## *Auditing Courses*

Audits may be arranged on the first class day of the semester. Forms are available in the Office of the Registrar.

Full-time degree candidates may audit a class upon the approval of the teacher of the class and the registrar. Under no condition will an audit student displace a regular student. A student may not elect to audit a class after the first 20 days of the semester.

Audited classes are listed on the permanent record, but no credit or grade is recorded. An audited class may be dropped in the same manner as any other class. When dropped, the course will not be entered on the permanent record. If the student fails to satisfy the teacher's stated expectations for the audit, the audit will not be listed on the permanent record.

## *Residence Credit Requirements*

A candidate for a degree must complete 24 hours of her last 30 hours at Meredith College. If four-hour courses are involved, 22 of the last 30 hours will suffice. For a student who enrolls for credit at one of the Cooperating Raleigh Colleges under the interinstitutional agreement, one additional course carrying up to four hours credit is permitted. A student who plans to complete her graduation requirements in December may take as many as 12 semester hours (or 14, if four-hour courses are involved) at another institution during the summer immediately prior to her final semester, provided she completes at least 12 hours at Meredith during each of her last two regular semesters.

A student who desires teacher certification from Meredith must complete at Meredith Education 439, Observation and Directed Teaching, and, if required for her program, the following methods courses: Ed. 455, 456, 457, 458, Art 734, Music 720, 721, 722, and any methods courses numbered 764.

A senior transfer student from a regionally-accredited institution must complete at least 30 hours at Meredith. If a senior enters from a college not accredited by the regional accrediting agency, she must attend Meredith for at least two years.

Students who have a bachelor's degree from another institution and wish to receive professional certification at Meredith in teacher education or social work must complete 30 semester hours at Meredith.

A student transferring to Meredith with junior classification will be expected to take at Meredith at least 12 hours in the department in which she is a major. A student transferring with senior classification will be expected to take at Meredith at least nine hours in the department in which she is a major.

## *Transfer Credit*

When the candidate comes from a college accredited by the Southern Association of Colleges and Schools or by an equivalent regional accrediting association, she generally will be given credit for the courses acceptable toward a degree

at Meredith. A candidate from a technical institute or business college should read the next section for information concerning the treatment of credit earned. A candidate from a non-accredited college may be given provisional credit which must be validated by examinations or by success in work undertaken at Meredith. In order to validate professional credit other than by examination, she must complete a minimum of 15 semester hours with a C average.

The maximum credit accepted from two-year colleges is 66 semester hours and from nursing schools, 35 semester hours.

### *Credits from Technical, Business, Bible, and Nursing Schools*

For a student transferring to Meredith from a technical, business, Bible or nursing school, each course from that institution is evaluated individually. The items reviewed in considering the acceptance of the credit are the description and content of the course, the student's performance on the course, and the accreditation of the institution.

### *Old Credit*

In evaluating credit earned more than 10 years prior to enrollment at Meredith, the registrar will consult with the appropriate departmental head.

### *Restricted Credit for Juniors and Seniors*

Juniors may take as many as four semester courses numbered in the 100's. Seniors may take as many as two semester courses numbered in the 100's.

### *Credit in Music*

Of the 124 hours required for graduation, no more than four may be in ensemble credits. Additional ensemble credits, however, will be recorded on students' transcripts and will count in grade point averages. (See page 116 for list of ensemble courses.)

### *Credit in Physical Education*

Of the minimum 124 hours required for graduation, no more than eight hours may be physical education activity courses. When the physical education requirement is met, any additional physical education activity course taken for a grade is counted in the quality point ratio.

## GRADING SYSTEM

Each course receives one official semester grade as an evaluation of the entire work of the student during the semester. A grade report is sent to the student or to another person designated by the student. Additional requests for reports will be processed as transcript requests.

## *Standard Grading*

In spite of the fact that different disciplines demand different emphases, that in certain areas special skills are necessarily involved, and that absolute uniformity would be impossible and perhaps undesirable, effort has been made to formulate some statement of interpretation of the letter grades.

| | |
|---|---|
| A | Sustained mastery of course content and consistent demonstration of individual initiative and insight beyond the fulfillment of course requirements. |
| B | Work displaying accurate knowledge of course content and some ability to use this knowledge creatively. |
| C | Work demonstrating familiarity with basic course concepts, related methods of study, and full participation in class work. |
| D | Work below the minimum standard as defined above. Although falling below this minimum, it is considered of sufficient merit to be counted toward graduation if balanced by superior work in other courses. |
| P | Passing on a course elected for pass-fail grading. Neither hours nor quality points are used in computing grade point averages. |
| F | Failure which may not be made up by re-examination. |
| I | The student's work is incomplete. If an I is not completed by the final class day of the next semester, it automatically becomes an F. |
| N | An interim grade assigned when there is no report by the instructor. |
| Z | An interim grade assigned only in a course that does not terminate at the end of the current grading period. This interim grade is not included when computing the current quality point average. |
| WF | The student was not passing when she withdrew from the course. A course with a grade of WF will count as hours attempted. See WP for withdrawal procedure. |
| WP | The student was passing when she withdrew from the course. A course with a grade WP does not count as hours attempted. Withdrawal from class with a WP mark is permitted at any time prior to one calendar week before the last day of classes. |
| W | The student withdrew from college or a course for medical or other emergency reasons or withdrew from a course during the first four weeks of the semester. W is given only upon medical or emergency withdrawal. A course with a W grade does not count as hours attempted. |
| Au | The student completed a satisfactory audit. |

## *Pass-Fail Policies*

Some courses are taught only for pass-fail grading. A student may register for these courses during a given semester in addition to the following pass-fail options.

### Pass-Fail Options

A. During her junior and/or senior years, a student may elect for pass-fail grading two courses outside her major field and, with the department's permission, a seminar in her major field. Only one such course may be elected during a single semester. A department may choose to restrict grading in a departmental seminar to A-F grading for majors in that department. Excluded are all courses pursued to satisfy area distribution requirements in the four categories: humanities and fine arts, social and behavioral sciences, mathematics and natural sciences, and health and physical education.

B. Physical education activity courses taken as a degree requirement are graded pass-fail for all students. Activity courses taken in addition to the four-hour requirement may be taken for a letter grade or may be taken pass-fail in addition to other pass-fail options.

### General Regulations

1. Course content and requirements will be the same for P-F registrants as for regular students, and minimum performance for P will be equivalent to minimum performance for letter grade D.
2. In computation of grade point averages an F on a P-F course will be computed as hours attempted; a P will not be computed as hours attempted.
3. When a student registers for the semester in which she elects the P-F option for a course, she will designate the course that she so elects. No changes in such option will be allowed after the first 20 days of the semester.
4. A student who changes her major to a department in which she has already taken P-F work may credit only one P-F course in the new major. If she has taken more than one such course, she will forfeit credit in the new major.
5. A student may elect the pass/fail option for a summer course for work taken at another college. This must be approved prior to taking a course.
6. Responsibility for compliance with all rules governing the P-F system rests with the student.

## *Quality Point Ratio*

Each student has her grade averaged in two ways: a Meredith average and an overall average. Each semester hour with a grade of A carries four quality points; B, three; C, two; D, one; F, none. The quality point ratio is calculated by dividing the number of quality points earned by the number of semester hours attempted, whether passed or not. A course that is repeated does not count toward additional hours attempted in calculating the quality point ratio.

# ACADEMIC RECOGNITION

## *Classification*

Students are to be classified on the following basis:

| Classification | Semester Hours Credit |
|---|---|
| Freshman | 1-25 |
| Sophomore | 26-59 |
| Junior | 60-89 |
| Senior | 90 and above |

## *Dean's List*

At the end of each semester a Dean's List is published in recognition of those students who have achieved a high academic level in their courses for that semester. Students who pass all Meredith and Cooperating Raleigh College courses with at least a 3.20 grade point average will be placed on the list. The students must have completed at least 12 semester hours during the semester, including courses at other Raleigh Cooperating Colleges. An F, WF, or I grade disqualifies a student for the Dean's List for that semester.

## *Graduation with Distinction*

The degree of Bachelor of Arts, Bachelor of ' Science, or Bachelor of Music with Distinction is conferred upon a student under the following conditions:

A. A student must have been in residence at Meredith long enough to have earned a minimum of 57 semester hours in courses at Meredith and interinstitutional courses at other Cooperating Raleigh Colleges.

B. For the purpose of computing the standing of a student, two averages must meet the required standards established for honors.

   1. Meredith credits -- all courses taken at Meredith.
   2. Total credits -- all courses taken at any institution, including Meredith.

C. Students whose average is at least 3.2 quality points per semester hour are graduated **cum laude**; those whose average is at least 3.6 quality points per semester hour are graduated **magna cum laude**; those whose average is at least 3.9 quality points per semester hour are graduated **summa cum laude.**

## RECORDS

### *Registration*

Registration instructions and class schedules are available approximately three months before a term begins. After a student is registered, schedule changes are handled through the registrar's office.

### *Transcripts*

The Office of the Registrar serves as a repository of academic records for college credit and CEU courses. It sends all official transcripts and serves as the student enrollment verification office. Transcript requests must be made in writing by the student to the Office of the Registrar. The $1.00 fee for each transcript is required in advance.

Name and address changes are reported to the Office of the Registrar for distribution to other offices on campus. Formerly enrolled students report their changes to the Office of Alumnae Affairs.

All services in the Office of the Registrar are contingent upon satisfactory college accounts and other college obligations.

## RETENTION

To continue their enrollment at the college, all students are expected to maintain satisfactory progress toward graduation. Satisfactory progress means maintaining at least the minimal expected quality point ratio, with probationary status possible only for non-consecutive semesters, or being approved by a retention committee to continue enrollment.

A student is considered to be making minimal progress if she has earned at the end of any semester the appropriate quality point ratio indicated on the following chart:

| *Total Credit Hours Earned* | *Meredith QPR* |
|---|---|
| 1-25 | 1.35 |
| 26-59 | 1.65 |
| 60-89 | 1.85 |
| 90 and above | 1.90 |

Students who are certified to receive benefits from the Veterans Administration are expected to follow a more restrictive chart. This chart is available in the Office of the Registrar.

Should she fail to achieve this minimum she is placed on academic probation for the following semester. If, in that semester, she again fails to reach the minimum, her case will be reviewed by an academic retention committee composed usually of the dean of the college, the associate dean and registrar, the dean of students, the student's adviser, and professors who have taught her. This committee will decide whether the best interest of the student and the College requires suspension or retention. A student's adviser may refer her to an academic retention committee if her progress seems unsatisfactory even though she has met the minimum levels outlined above.

A student suspended for academic reasons may re-apply for admission after an absence of one semester. See pages 24 and 25 for a description of application procedures and the procedure used by the College in considering the request for re-admission.

## OFFICIAL WITHDRAWAL

Official withdrawal from the College is effected by all students through the Office of the Dean of Students. Failure to make official withdrawal forfeits the right of honorable dismissal.

# Courses Of Study

- Lower level courses are numbered in the 100's and 200's; upper level courses 300's and 400's; educational method courses in academic disciplines, 700's; special courses, 900's.
- Brackets enclosing the number and title of a course indicate that the course is not given for the current year.
- The college does not guarantee to offer any course listed for which there is not a minimum registration of 10 students.
- A "Block" course is taught for the first half of a semester, five days a week. Student teaching under supervision is scheduled for the second half of either semester.

## SPECIAL STUDIES

Special studies courses are available in all departments in the following categories:

### 910 INDEPENDENT STUDY

A program of study involving a minimum of guidance and allowing truly autonomous study.

### 920 DIRECTED INDIVIDUAL STUDY

An individual course of study in an area selected and planned by a student in consultation with an instructor. Appropriate guidance provided by the instructor.

### 930 COMMUNITY INTERNSHIP

An internship in practical work, permitted if the work has a basis in prior course work and involves intellectual analysis. Supervision by an instructor and by a representative of the agency or institution in which the work is done.

### 940-949 GROUP STUDY

A course on a special topic which is not already on the curriculum.

Special Studies courses are governed by the following procedures:

1. A course may be proposed by students or faculty.
2. Each course must have the approval of the department head in which credit is given.
3. Each course must have the approval of the dean of the college.
4. Approval for group study of special topics is granted on a one-semester basis.
5. An approved group study course is listed in the schedule of courses offered and enrollment is through the usualy procedures.
6. Approval for independent study, directed individual study, and community internship must be secured by each student by registration day of the semester during which the course is to be aken.
7. One of four semester hours credit may be granted for such courses.
8. The option may be pursued on multiple occasions.
9. Special studies courses may be designated for pass-fail grading by those persons responsible for approving them. A student may elect these in addition to her P-F options.

## INTERDISCIPLINARY STUDIES

Several departments intermittently offer opportunities for interdisciplinary study. These studies are designed to encourage synoptic thinking on themes that cut across several disciplines.

### IDS 100 APPRECIATION OF FINE ARTS

A course designed to acquaint students primarily with the visual artist and the musician, the tools with which they work, and their means of personal expression. It will seek to establish the areas of similarity between the arts and to define those areas of individual uniqueness which each area of the arts possesses. Discussions of dance and theatre are also included. Counts as elective in the humanities and fine arts. *Credit, three hours.*

## WOMEN'S STUDIES

Various departments intermittently offer courses which examine different facets of life as a woman. Some examples are women in history, the psychology of women, women in literature, etc. Individual studies are always available for students who have interests in particular areas.

Personal development seminars are offered from time to time in self-understanding, assertiveness, and decision making through the Office of Continuing Education.

## CAREER STUDIES

### CPS 101 CAREER PLANNING SEMINAR

Designed to aid students in exploring career fields and employment trends, in assessing personal interests, abilities, and strengths; and to develop decision-making skills for relating this information to career plans. The seminar may include speakers and films. Open to all students. Offered for pass-fail only. *Credit, one hour.*

### COE 302 or 930 COOPERATIVE EDUCATION

Supervised professional employment related to student career goals alternating with academic study. Prerequisite: 60 semester hours of college credit. CPS 101 usually required. Pass/Fail grading only. *Credit, one to four hours.*

### COE 403 COOPERATIVE EDUCATION

Supervised professional full-time employment related to student career goals. Prerequisite: COE 302. Pass/Fail grading only. *Credit, four hours.*

## ART

Associate Professor Greene, *Head;* Associate Professors White and Maron; Instructors Givvines, Greenberg, Harbison, and Short.

The department offers a Bachelor of Arts degree with a major in art to which can be added concentrations in studio art or art education certification.

The student who studies art at Meredith learns to function creatively in a variety of studio experiences and gains an understanding of the artistic productivity of human culture through courses in art history. Wherever possible, the student is expected to begin the studio program in her freshman year, though special provision may be made for transfer students.

All art majors are required to complete the core curriculum of 24 hours. The addition of three elective hours in art history and six elective hours in upper level studio courses meets the minimum requirement of 33 hours in art for the Bachelor of Arts degree. If the student wishes to pursue art as a profession she is encouraged to add a concentration of 21 hours of upper level art courses to the core which will allow for specialization and the development of personal style. Through the Special Studies Program a student may add even greater depth of experience to her program. Contract majors in art history and arts management are also possible for the student who desires a more specialized program.

Students planning to enter graduate school are urged to consult early with the chairman of the art department in order to gain maximum preparation from the undergraduate program at Meredith.

### *Requirements for a Major*

The major in art shall consist of at least 33 hours in art including:

(A) The core curriculum

| | |
|---|---|
| 101 Drawing I | 3 |
| 102 Drawing II | 3 |
| 103 Basic Color and Design | 3 |
| 104 Basic 3-D Design | 3 |
| 100 Theory and Practice of the Visual Arts | 2 |
| 120 Introduction of Art History | 3 |
| 322 Modern Art History | 3 |
| 210 Painting I | 3 |
| 492 Senior Project (Exhibit, portfolio, or research) | 1 |
| | 24 |

(B) Nine hours of electives in art courses numbered 200 or above, three of which must be in Art History

Total Hours 33

## Art Concentrations

*The Studio Art Concentration* is designed for those students who intend to pursue the practice of the visual arts as a profession. The concentration provides adequate preparation for entrance into graduate school or entering many fields as a professional.

A major in art with a concentration in Studio Art shall consist of 45 hours including (a) the core curriculum; (b) three additional elective hours in Art History; (c) eighteen additional elective hours from the areas of Drawing, Painting, Sculpture, Ceramics, Interior Design, Crafts, Printmaking, Photography, and Graphic Design. These elective hours must include a minimum of nine hours in one studio area.

*The Art Education Certification Concentration* is designed for those students who wish to pursue the teaching of art as a profession. This concentration will result in certification by the state of North Carolina to teach art in grades K through 12. A major in art with Art Education Certification consists of 61 hours as defined below:

The Art Education Concentration

| | | |
|---|---|---|
| I. The Core Art Curriculum | | 24 |
| II. Other Required Art Courses | | 18 |
| 200 Ceramics | 3 | |
| 265 Sculpture | 3 | |
| 270 Fiber or Metal Crafts | 3 | |
| 350 or 351 Printmaking | 3 | |
| 310 Advanced Painting | 3 | |
| Art History Elective | 3 | |
| III. Professional Education Courses | | 19 |
| Educational Psychology (EDU 234) | 3 | |
| Reading in the Content Area (EDU 471) | 1 | |
| Theory and Methods of Teaching Art K-6 – 734 | 3 | |
| Theory and Methods of Teaching Art K-12 – 735 | 3 | |
| Student Teaching | 6 | |
| Education Elective | 3 | |
| Total Hours | | 61 |

## Art History

### 120 INTRODUCTION TO ART HISTORY

A one semester lecture course designed to introduce students to great works of visual art of past and present civilizations, to be considered in historical sequence. Emphasis is placed on art of the Western world. As an aid to students in their full appreciation of art, attention is given to techniques and aesthetic principles. Required of art majors. *Credit, three hours.*

### 220 INTRODUCTION TO NON-WESTERN ART

A survey of the visual art forms produced by societies other than those within the Western tradition. Fall semester only. *Credit, three hours.*

### 320 ANCIENT AND MEDIEVAL ART

A comprehensive survey of art from pre-historic times through the early Christian periods. The civilizations of ancient Egypt, Mesopotamia, Greece, Rome, and the early Christian civilization through the Romanesque and Gothic periods will be focal points for discussion. Prerequisite: ART 120 or permission. *Credit, three hours.*

### 321 RENAISSANCE AND BAROQUE ART

A comprehensive survey of architecture, sculpture, and painting from the early 14th through 18th centuries. Special emphasis will be given to the Italian Renaissance and the art of northern Europe. Prerequisite: ART 120 or permission. *Credit, three hours.*

### 322 MODERN ART

A comprehensive survey of architecture, sculpture, and painting from the mid-18th century to the present day. Special emphasis will be given to the study of major movements in modern painting, including Classicism, Romanticism, Impressionism, Expressionism and Cubism. Contemporary art will be viewed through lectures and current exhibitions. Required of art majors. Prerequisite: ART 120 or permission. *Credit, three hours.*

## Studio Art

### 100 THEORY AND PRACTICE OF THE VISUAL ARTS

Concepts and theories inherent in the visual arts are encountered and discussed with regard to their practical application by the serious student of art (for art majors only or permission) *Credit, two hours.*

### 101 BASIC DRAWING I

A study of basic drawing fundamentals and relationships within the pictorial composition. Required of art majors. Six studio hours per week. *Credit, three hours.*

### 102 BASIC DRAWING II

An extension of the concepts and techniques encountered in Beginning Drawing I with an emphasis on the human figure and experimental drawing techniques. Prerequisite: ART 101. *Credit, three hours.*

### 103 BASIC COLOR AND DESIGN

Detailed analysis of the elements and principles of design with emphasis on solving problems involving color. Work in this course will be primarily two-dimensional. Required of art majors. Six studio hours a week. *Credit, three hours.*

### 104 BASIC THREE-DIMENSIONAL DESIGN

Detailed analysis of the elements and principles of design as used in three-dimensional art work. Required of art majors. Six studio hours a week. *Credit, three hours.*

### 301 LIFE DRAWING

A concentrated study of the human figure through drawing from the live model. Anatomy, foreshortening, and expressive interpretation of the figure will be emphasized. Prerequisite: ART 101 or permission. *Credit, three hours.*

### 210 BEGINNING PAINTING

An introduction to the basic techniques and media of painting. Oil, acrylic, watercolor, and other media will be encountered in a traditional approach to painting. Prerequisite: ART 101, 102, and 103 or permission. *Credit, three hours.*

### 310 ADVANCED PAINTING

An extension of the concepts and techniques encountered in ART 210 with an emphasis upon individual production and experimental techniques. Prerequisite: ART 210. May be taken on multiple occasions. *Credit, three hours.*

### 230 BEGINNING PHOTOGRAPHY

Introduces the use of the camera, lighting, and composition; darkroom techniques for making photograms, contact prints, enlargements, and manipulated prints; print finishing and presentation. Emphasis upon the use of the photographic process as an artistic medium. Student must have 35mm or 120 film size camera with adjustable focusing, shutter speeds, and lens openings. Six studio hours a week. *Credit, three hours.*

### 231 INTERMEDIATE PHOTOGRAPHY

An extension of the concepts and techniques encountered in ART 230 with an emphasis upon experimental techniques and the pursuit of photography as a fine art form. Prerequisite: ART 230. May be taken on multiple occasions. *Credit, three hours.*

### 330 ADVANCED PHOTOGRAPHY

The emphasis in this course will vary by semester through several professional dimensions of photography, including color photography, portrait photography, and photography for advertising. Prerequisite, ART 230. May be taken on multiple occasions. *Credit, three hours.*

### 240 BEGINNING GRAPHIC DESIGN

An introduction to visual communication for industry through the study of typography and illustration. Emphasis on design and skill development including layout and camera ready mechanicals that will be prepared for printing. Prerequisites: ART 101 and 103 or permission. *Credit, three hours.*

### 241 INTERMEDIATE GRAPHIC DESIGN

An extension of the concepts and techniques encountered in ART 240. Emphasis will be placed upon the development of professional quality design, integrating skills into the conception, design, and layout of more advanced finished products. Prerequisite: ART 240 or permission. *Credit, three hours.*

### 340 ADVANCED GRAPHIC DESIGN

The emphasis will vary by semesters through several dimensions of graphic design including fashion illustration, children's book illustration, advertising illustration, advanced calligraphy, and printed textile design. Prerequisite: ART 240. May be taken on multiple occasions. *Credit, three hours.*

### 346 INTERIOR DESIGN

See Home Economics 346, pages 105-106. *Credit, three hours.*

### 447 ADVANCED COMMERCIAL DESIGN

See Home Economics 447, page 106. *Credit, three hours.*

### 448 ADVANCED RESIDENTIAL DESIGN

See Home Economics 448, page 106. *Credit, three hours.*

### 350 PRINTMAKING I

Emphasis on Intaglio and relief processes. Prerequisite: ART 101 and 102 or permission. Six studio hours a week. May be taken on multiple occasions. Offered fall semester only. *Credit, three hours.*

### 351 PRINTMAKING II

Emphasis on lithographic and stencil processes. Prerequisite: ART 101 and ART 102 or permission. Six studio hours a week. May be taken on multiple occasions. Offered spring semester only. *Credit, three hours.*

### 260 BEGINNING CERAMICS

Basic understanding of construction in clay is accomplished through hand building, throwing on the wheel, and experimental techniques. Glazing and firing are integral elements of the course. *Credit, three hours.*

### 361 ADVANCED CERAMICS

An extension of the techniques and concepts encountered in ART 260. Emphasis will be placed upon gaining depth of experience in a more limited number of approaches. Prerequisite: ART 260. May be taken on multiple occasions. *Credit, three hours.*

### 265 SCULPTURE

An introduction to the basic sculptural concepts through modeling, carving, casting, and assembling various sculptural media. Prerequisite: ART 104 or permission. *Credit, three hours.*

270 FIBER OR METAL CRAFTS
An introduction to the crafts of weaving, batik, jewelry, and enameling as art forms. *Credit, three hours.*

## Art Education

### 734 THEORY AND METHODS OF TEACHING ART IN THE ELEMENTARY SCHOOL
(for art majors)

A study of the development of art education in American elementary schools and the relationship between creative behavior and child growth through the visual arts are developed through research and practicum situations. Methods for teaching exceptional children are also studied. Prerequisite: 12 hours in art. May not be counted in the core or toward general education requirements. Offered fall semester only. *Credit, three hours.*

### 735 THEORY AND METHODS OF TEACHING ART IN THE SECONDARY SCHOOL
(for art majors)

A theoretical study of traditional and experimental methods of teaching art at the secondary level. Attention is given to the creative visual development of all adolescents. The development of programs which deal with both the non-artist and the future artist is a priority. Prerequisite: 12 hours in art. May not be counted in the core or toward general education requirements. Offered spring semester only. *Credit, three hours.*

### 744 ART IN THE ELEMENTARY SCHOOL
Designed to provide an understanding of the role of art in society, in the school curriculum, and in child development. Emphasis on developing positive self-expression and creative thinking processes through the training of perceptual sensitivity. Lesson planning, media, methods, and techniques of evaluation are encountered through student presentations. Correlation of creative art activities with the various academic subject areas is stressed. Programming for exceptional children in the mainstream class is also treated. May not be counted toward general education requirements. Prerequisite: IDS 100. *Credit, two hours.*

### 492 SENIOR EXHIBITION/PROJECT
All senior art majors should register for this course in the last semester of the senior year. A special exhibition of art work, a design project, or a research project is required to demonstrate the level of proficiency and expertise attained by the art graduate. *Credit, one hour.*

# BIOLOGY AND HEALTH SCIENCES

Professor Bunn, *Head;* Associate Professor Reid; Assistant Professor Kepler; and Instructor Grimes.

The Department of Biology and Health Sciences meets the needs of the liberal arts student with several introductory courses providing a contemporary molecular emphasis which relates the field to the physical sciences, home economics, and other disciplines. Advanced courses provide opportunities for in-depth exposure to many areas of the biological sciences.

Bachelor of Science and Bachelor of Arts degrees in biology and health sciences provide training for academic and industrial research, teaching, and medical technology. A biology major provides all needed prerequisites for post-graduate studies in the various areas of medical technology, medicine, dentistry, veterinary medicine, public health administration, physical therapy, opthalmology, and graduate studies in all areas of the biological sciences.

## *Requirements for a Major*

### BACHELOR OF ARTS — Biology
Thirty semester hours in biology, including 101, 102, 141, 211, 222, 331, 334, 321, or 436 and corequisite laboratory courses. Other requirements include Chemistry 111, 112, and 221; and corequisite laboratory courses, and mathematics through at least one semester of calculus (Mathematics 211); SCI 764 does not count toward a major. Students qualifying for a teaching certificate in high school biology must also include one year of either physics or earth science.

Students who elect biochemistry as a requirement must take the lecture and the laboratory.

### BACHELOR OF ARTS — Medical Technology
Twenty-four hours in biology at Meredith, including 101, 102, 141, 222, 321, or 323, 331, and 334. Other requirements include mathematics through one semester of calculus, Chemistry 111, 112, 221, 222, or 436, corequisite laboratory courses for a minimum of 98 hours at Meredith, and completion of the medical technology program at Duke (page 59).

## BACHELOR OF SCIENCE

Thirty-six semester hours in biology, including 101, 102, 141, 211, 222, 323, 331, 334, and 321 or 436 plus one approved biology elective and corequisite laboratory courses. Two hours of biology seminar or special studies in additon to the courses listed above. Thirty-three hours of related subjects as listed in the B.A. requirements above plus Physics 211 and 212, one additional upper level, three or four hour course in chemistry, and one additional advanced course in mathematics (245 or 212 recommended).

Students who elect biochemistry as a requirement must take the lecture and the laboratory.

### 101 GENERAL BIOLOGY I

A course presenting a number of the central principles of biology and relating them to everyday experience. Areas of study include: biology at the cellular and subcellular levels, vertebrate physiology and anatomy with an emphasis on man, and biology of the flowering plants. Three lectures a week. *Credit, three hours.*

### 141 GENERAL BIOLOGY I LABORATORY

Laboratory exercises designed to illustrate the principles considered in Biology 101. Topics include cell biology and the anatomy and physiology of vertebrate animals and flowering plants. Corequisite: Biology 101. *Credit, one hour.*

### 102 GENERAL BIOLOGY II

A continuation of general biology. This course provides the student with an introduction to five major topics in biological science. These are microbiology, a survey of plants, a survey of animals, genetics, and ecology. Emphasis is on both basic biological principles and applied topics related to these principles. Corequisite: Biology 142. Three lectures a week. *Credit, three hours.*

### 142 GENERAL BIOLOGY II LABORATORY

A selection of laboratory exercises designed to illustrate the basic principles presented in Biology 102. The exercises include the study of major plant and animal groups, experiments in bacteriology and genetics. Corequisite: Biology 102. Meets two hours a week. *Credit, one hour.*

### 211 ADVANCED PLANT BIOLOGY

An advanced plant science course combining basic studies in seed plant physiology and anatomy with traditonal plant morphology in which all major groups of the plant kingdom are surveyed. Prerequisite: Biology 101, 102. Corequisite BIO 241. Three lectures a week. *Credit, three hours.*

### 241 ADVANCED PLANT BIOLOGY LABORATORY

Laboratory study of plants to illustrate and supplement lecture material presented in Biology 211. Laboratory exercises will deal with life cycles and morphology of the major groups of the plant kingdom, anatomy and morphology of higher plants, and experiments in plant physiology. Corequisite: Biology 211. Three laboratory or field trip hours a week. *Credit, one hour.*

### 222 INVERTEBRATE ZOOLOGY

A comparative phylogenetic approach to the major groups of the invertebrate animals. Both type animals commonly encountered and transitional forms studies as to life history, morphology, physiology, ecology, and economic importance. Prerequisite: Biology 101, 102; Corequisite: Biology 242. Two lectures a week. *Credit, two hours.*

### 242 INVERTEBRATE ZOOLOGY LABORATORY

Laboratory studies include specific reference to classification, structure, function, ecology, and phylogeny of the major invertebrate phyla. Field trips are a possibility and would involve the study and collection of animals in their natural habitat. Corequisite: Invertebrate Zoology 222. Six laboratory hours per week. *Credit, two hours.*

### 234 PRINCIPLES OF ECOLOGY

A study of the interactions between plants and animals and their environments. The effects of environmental factors on living systems are considered at the individual, population, and community levels. Prerequisite: Biology 101. Corequisite: Biology 244. Three lectures a week. *Credit, three hours.*

### 244 PRINCIPLES OF ECOLOGY LABORATORY

Laboratory studies of ecosystems to supplement lecture material presented in Biology 234 and illustrate some techniques involved in current ecological studies. Laboratory exercises will combine studies of plant, animal, and environmental interactions with experimental manipulations of selected ecosystems. Corequisite: Biology 234. Three laboratory or field trip hours a week. *Credit, one hour.*

### 301 THE SCIENTIFIC LITERATURE

See CHEM 301, page 86. *Credit, one hour.*

### 302 EXPERIMENTAL DESIGN

See CHEM 302, page 86. *Credit, one hour.*

### 321 COMPARATIVE VERTEBRATE ANATOMY

A course dealing with the morphology, anatomy, and development of the various vertebrate organs and systems of organs. Prerequisite: Biology 101, 102; Biology 222 recommended. Corequisite Biology 345. Two lectures a week. *Credit, two hours.*

### 345 COMPARATIVE VERTEBRATE ANATOMY LABORATORY

Study of the evolutionary history of the vertebrates and their relationship to the protochordates with emphasis being placed on the phylogenetic interrelationship of the organ-systems of various representative vertebrate groups. Corequisite: Comparative Vertebrate Anatomy 321. Four laboratory hours a week. *Credit, two hours.*

### 331 GENETICS

A course designed to provide an understanding of the principles of classical, population, and molecular genetics and the relationship of these principles to human heredity, agriculture, evolution, and selected environmental problems. Prerequisites: Biology 101, 102, 141. Recommended, Mathematics 110 or equivalent. Corequisite for biology majors: Genetics laboratory (BIO 341). Three lectures per week. *Credit, three hours.*

### 341 GENETICS LABORATORY

Collection of laboratory exercises designed to provide some practical exposure to some of the general principles considered in Genetics, Biology 331. Laboratory work will be based upon a number of organisms including bacteria, fungi, higher plants, fruit flies, and man. Prerequisite: Mathematics 110 or equivalent. Corequisite: Genetics, Biology 331. Three laboratory hours per week. *Credit, one hour.*

### 323 VERTEBRATE PHYSIOLOGY

A comprehensive study of the principal processes involved in specialized cells, tissues and organ-systems including digestion, nutrition, blood and circulation, respiration, muscle and nerve coordination and integration. Anatomy to be studied when necessary to understand the functions of the different systems of the body. Prerequisites: Biology 101, 102; Chemistry 111, 112. Corequisite: Biology 343. Three lectures a week. *Credit, three hours.*

### 343 VERTEBRATE PHYSIOLOGY LABORATORY

Includes experimentation in digestion, blood analysis and circulation, respiration, excretion, and neuromuscular preparations. Especially adapted for students preparing to study medicine, nursing, dentistry, or to become medical technologists. Corequisite: Vertebrate Physiology 323. Three laboratory hours a week. *Credit, one hour.*

### 334 MICROBIOLOGY

A general study of bacteria and viruses with emphasis on the application of the principles of bacteriology to clinical, industrial, and food science areas. Recommended for home economics majors. Prerequisites: Biology 101, 102, 141 and Chemistry 111, 112 or their equivalents. Corequisite: Biology 344. Three lectures a week. *Credit, three hours.*

### 344 MICROBIOLOGY LABORATORY

Laboratory includes culture and staining techniques as well as sterile techniques. Students isolate, characterize, and identify an organism from the environment, e.g. food, milk, soil, plants, or animals. Corequisite: Biology 334. Three laboratory hours per week. *Credit, one hour.*

### 401 RESEARCH I

See CHEM 401, page 86. *Credit, one hour.*

### 402 RESEARCH II

See CHEM 402, page 86. *Credit, one hour.*

### 421 EMBRYOLOGY

Fundamental principles of embryological development in different animals, with special emphasis on fertilization, cleavage, germ layer formation, induction, and organogenesis. Prerequisites: Biology 101 and 102. Corequisite: Biology 441. Three lectures a week. *Credit, three hours.*

### 441 EMBRYOLOGY LABORATORY

A study of the principles of maturation and fertilization of eggs, organization and formation of germ layers and organ systems of diverse animals such as echinoderms, annelids, the frog, chick, and pig. Live material will be used whenever possible, and histological techniques will be used for preparation of individual slide sets. Three laboratory hours per week. *Credit, one hour.*

### 436 BIOCHEMISTRY

A study of the chemistry of biological systems involving metabolic interrelationships, reaction rates, control mechanisms, and integration of these reactions within the structural framework of the cell. Prerequisite: Chemistry through 221, and Biology 101. Also offered as Chemistry 436. *Credit, three hours.*

### 446 BIOCHEMISTRY LABORATORY

Collection of laboratory exercises designed to provide some practical exposure to some of the general principles in Biochemistry (BIO. 436), e.g. gas, thin layer, paper, column chromatography; polarimetry; as well as standard chemical tests. Corequisite: Biology or Chemistry 436. Three laboratory hours per week. *Credit, one hour.*

### 499 SEMINAR

May be taken for credit both junior and senior years. Offered for pass-fail grading only. *Credit, one hour.*

### SCI 764 THE TEACHING OF SCIENCE

May not be counted toward a major. *Credit, three hours.*

*Under a plan of interinstitutional cooperation, there are available at North Carolina State University additional courses in genetics, botany, zoology, and microbiology and elementary courses in geology which may be of interest to biology majors. Also, students interested in veterinary medicine may take required courses for that program as well.*

*Students who wish advanced study or research in biology should consult with the department chairman and arrange for it through the special studies options listed on page 75.*

# BUSINESS AND ECONOMICS

Professor Frazier, *Head*; Associate Professors Johnson, Simmons, and Spanton; Assistant Professor Bledsoe; Visiting Lecturer Behrman; Instructors Mahaffey, Sasnett, Scott, Shuey, Van Laanen, Wessels, Wyrick, and Zipin.

The department offers a B.S. degree in business administration with concentrations in management, accounting, office administration, and economics, a B.A. degree in economics, and the master of business administration (MBA).

## *Requirements for B.S. Degree in Business Administration*

Candidates for the Bachelor of Science degree in business administration must take 24 hours in a prescribed core and 24 additional hours in their chosen concentrations.

The core consists of the following courses: Economics 210, 211; Business 330, 331, 346, 366, 490; and Mathematics 245 (or equivalent).

The *Management Concentration* provides a student the opportunity to strengthen her leadership and decision-making qualities and to qualify for initial positions at an appropriate level of management or as a management trainee. The student who chooses this concentration must take Business 432 and 499 and 18 additional hours chosen from: Business 110, 384, 433, 446, 448, 454, 466, 468, 492, 494; Economics 310, 311, 364, 455; and other approved business or economics courses.

The *Accounting Concentration* provides the required courses for candidates to qualify to take the Certified Public Accountant (CPA) examination. Students who wish careers in accounting in the private sector may also select this concentration. In addition to BUS 330 and 331 included in the core, the students with this concentration must take BUS 430, 431, 433, 434, 438, and 439 or 432, and related electives selected from BUS 454, CSC 100 and 101, CSC 201, and other approved accounting courses (including 439 or 432).

The *Office Administration Concentration* enables a student to qualify for a teaching certificate in business or to enter business as an administrative secretary or assistant in areas where office skills, procedures, and systems are desirable. The student who chooses this concentration must take at least 24 hours above the core including Business 220 (or equivalent), 221, 320, 321, 344, 384, 422, and approved electives in business and economics.

The *Economics Concentration* affords a student the opportunity to develop her interest in economic theory and its application and to prepare for a position in a specialized business, financial institution, or governmental agency or for admission to graduate school. A student who chooses this concentration must take Economics 310, 311, 499 and 15 additional hours chosen from Economics 324, 364, 434, 435, 455, 456, 492, Business 499, 494, and approved economics courses.

A student who seeks a North Carolina teacher's certificate must meet requirements specified in the approved teacher education program. The student qualifying for the comprehensive business certificate will normally select the *Office Administration Concentration*, and the student who wishes the basic business certificate will select the *Management Concentration*.

Students in the *Office Administration Concentration* must present evidence of having completed at least 40 hours of approved work experience. All other students are encouraged to acquire work experience related to their interests and concentrations.

## *Requirements for B.A. Degree in Economics*

Twenty-four hours in economics, including 210, 211, 310, and 311. Majors are urged to take Mathematics 211.

## *Requirements for the Master of Business Administration*

Details of the MBA program are published in a separate document. Information is available from the department or the Registrar.

### Accounting

**330 PRINCIPLES OF ACCOUNTING I**
Study of basic accounting principles, accounting cycle, and preparation and interpretation of financial statements. *Credit, three hours.*

**331 PRINCIPLES OF ACCOUNTING II**
Application of accounting principles to partnerships and corporations, income tax, introduction to cost accounting, analysis of financial reports and statements. Prerequisite: Business 330. *Credit, three hours.*

**430 INTERMEDIATE ACCOUNTING I**
The development of corporate financial accounting theory and its application to in-depth problems of financial statement account valuation, analysis of working capital, and determination of net income. Also included is a study of the development of accounting concepts and principles; short, intermediate, and long-

term obligations; and investments. (Prerequisites: 330, 331).

### 431 INTERMEDIATE ACCOUNTING II

A continuation of BUS 430, featuring topics such as income measurement and valuation issues related to stockholder's equity; price level and fair value issues; special sales methods; accounting changes; pensions; leases; and income tax allocations. Related professional literature will be analyzed. (Prerequisite: 430).

### 432 MANAGERIAL ACCOUNTING

Analysis of financial data for managerial decision-making; interpretation of accounting data for planning and controlling business activities. Prerequisites: Business 330 and 331. *Credit, three hours.*

### 433 COST ACCOUNTING

The analysis of cost factors and their relationships with production, emphasizing cost procedures and information systems; internal control budgeting. Prerequisite: Business 331. *Credit, three hours.*

### 434 INCOME TAX ACCOUNTING

A comprehensive interpretation and application of the federal income tax code as it pertains to the determination of taxable income and computation of tax liability for individuals. (Prerequisites: 330, 331).

### 438 AUDITING

A study of auditing theory, practices, and procedures encompassing audit objectives, standards, evidence, control, professional ethics, and legal responsibility. Related materials of professional importance will be used. (Prerequisites: 430, 431).

### 439 ADVANCED ACCOUNTING

A study of financial accounting for complex business relationships, including home office-branch accounting, business combinations, consolidated financial statements, partnerships, governmental funds, and foreign exchange. (Prerequisites: 430, 431).

## Business Administration

### 110 FUNDAMENTALS OF BUSINESS

Introduction to business, including objectives, functions, principles, and services of business; the place of business in society; trends in business. Not open to senior majors. *Credit, three hours.*

### 366 PRINCIPLES OF MARKETING

Principles and methods associated with the movement of goods and services from the producer to the consumer; marketing functions and institutions. *Credit, three hours.*

### 384 BUSINESS COMMUNICATION AND REPORTS

Analysis and composition of adjustment, credit, collection, employment, sales, and goodwill letters; preparation and presentation of oral and written business reports. Prerequisite: ability to typewrite. *Credit, three hours.*

### 454 BUSINESS LAW

Legal principles applied to contracts, negotiable instruments, bailments, sales, property, insurance, torts, and bankruptcy; place of law in society. *Credit, three hours.*

### 466 SALES MANAGEMENT

An analysis of the selling practices of business firms: sales force management, the selling process, sales forecasting, sales potential, and sales quotas. Prerequisite: Business 366 and 346. *Credit, three semester hours.*

### 468 MARKETING MANAGEMENT AND PLANNING

The management and planning required in the development of marketing plans for product and service-oriented organizations. It involves disciplined analysis of the needs, wants, perceptions, and preferences of target markets as the basis for setting objectives and developing the plans to accomplish them. Prerequisite: Business 346 and 366. *Credit, three hours.*

### 490 CORPORATION FINANCE

Financial analysis, working capital management, cost of capital, profitability and risk, short- and intermediate-term financing, long-term financing; external growth; and problems in financing. Prerequisite: Business 331. *Credit, three hours.*

### 494 DECISION ANALYSIS

An examination and application of data-gathering, analysis methods, and decision-making techniques with emphasis on primary and secondary data sources; series; parametric statistical analysis; decisions under risk and uncertainty; cost-benefit analysis; and simulation models. Prerequisites: Mathematics 245 and Business 346. *Credit, three hours.*

## Management

### 346 PRINCIPLES OF MANAGEMENT

Introduction to management with emphasis on objectives, principles, and managerial decision-making; analysis of basic functions of planning, organizing, directing, and controlling. *Credit, three hours.*

### 446 PERSONNEL MANAGEMENT

The principles, practices, and underlying theories of personnel management in relation to employee selection, training, motivation, and remuneration; interpersonal and group relationships; manpower planning. Prerequisite: Business 346. *Credit, three hours.*

### 448 ORGANIZATIONAL BEHAVIOR

An analysis of individual and work group characteristics and those organizational factors which influence individual behavior within the organizational setting. The concepts studied include: individual differences, small group dynamics, job and system design, leadership, motivation, and communication. Prerequisite: junior standing; Business 346; and Psychology 100 or Sociology 230. *Credit, three hours.*

### 492 INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT

For description, see Economics 492. *Credit, three hours.*

### 499 BUSINESS POLICY

In-depth study of managerial policy formulation, strategies and problems, including the influence of economic, social, and governmental factors. Prerequisite: Classification as senior major in business administration or economics. Required for management and economics concentrations. Also listed as Economics 499. *Credit, three hours.*

## Office Administration

### 220, 221 TYPEWRITING

Development of typewriting skills; application of skill and knowledge to business letters, manuscripts, tabulation problems, and office forms. Prerequisite for Business 221: Business 220 or a test demonstrating acceptable speed, control, and production levels. *Credit, six hours.*

### 320, 321 ELEMENTARY SHORTHAND

Principles of Gregg Shorthand, development of skill to take dictation at 80 words a minute on new material and produce acceptable transcripts. Prerequisite or corequisite: Business 220 and 221. Prerequisite for Business 321: Business 320 or equivalent. *Credit, six hours.*

### 344 OFFICE PROCEDURES AND MANAGEMENT

Development of knowledge of duties and current office procedures required in an efficient business organization. Hands-on experience in the use of transcribing machines, word processors, and electronic calculators. Prerequisite: Business 221 or equivalent. *Credit, three hours.*

### 422 ADVANCED SHORTHAND

Review of shorthand theory; further development of dictation and transcription skills; special attention to mailable transcripts and production competency. Prerequisite: Business 221, Business 321 or equivalent. *Credit, three hours.*

## Miscellaneous

### 764 THE TEACHING OF BUSINESS

Methods and materials for teaching business subjects in the secondary school; attention given to the study of the philosophy and the objectives of business education and the importance of planning and evaluating. May not be counted toward a major in the department. *Credit, three hours.*

### 480 BUSINESS INTERNSHIP

Supervised experience in business or governmental institutions where work is related to student interest and concentration. Planned seminars. Limited to senior majors. Pass/Fail grading only. *Credit, three hours.*

## Economics

### 210 MACROECONOMIC PRINCIPLES

A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies. *Credit, three hours.*

### 211 MICROECONOMIC PRINCIPLES

A continuation of Economics 210, with microeconomic emphasis to include an examination of the market, prices, costs, the production process, forms of competition, theory of the firm, international trade, and economic growth. Prerequisite: Economics 210. *Credit, three hours.*

### 310 AGGREGATE ECONOMIC ANALYSIS

Intermediate level analysis of national income and employment determination, theories of economic growth and fluctuation, techniques and problems of monetary and fiscal policies to achieve macroeconomic goals of full employment, price stability, economic growth, and balance of payments equilibrium. Prerequisite: Economics 210. *Credit, three hours.*

### 311 PRICE THEORY

A study of resource allocation, consumer utility maximization, price elasticity, resource demand, and profit maximization under different market structures. Prerequisites: Economics 210 and 211. *Credit, three hours.*

### 324 HISTORY OF ECONOMIC THOUGHT

A critical analysis of the development of economic ideas, their origins and institutional framework, with primary emphasis on an interpretative study of outstanding economists of the past whose contributions have significance for contemporary economic theory. Prerequisite: Economics 210. *Credit, three hours.*

### 364 LABOR ECONOMICS

An analysis of American labor in a changing economic and social order; special emphasis upon labor history, labor organizations, collective bargaining, labor legislation, and the economics of wage determination. Prerequisites: Economics 210 and 211. *Credit, three hours.*

### 374 CONSUMER ECONOMICS

An analysis of intelligent consumer decision-making in the marketplace; economic, psychological, and customary factors motivating buying; government protection for the consumer; consumer credit institutions; insurance, investments, and management of personal and family finances. Also listed as Home Economics 374. *Credit, three hours.*

**434 INTERNATIONAL ECONOMICS**
A study of the foundations of international trade theory; development of international economic policies; foreign exchange and payments systems; and international institutions supporting trade, with special emphasis on the role of the multinational corporations and common markets. Prerequisites: Economics 210 and 211. *Credit, three hours.*

**435 COMPARATIVE ECONOMIC SYSTEMS**
An analysis of the economic systems of capitalism, socialism, communism, and their variants; and an evaluation of those systems as a means of fulfilling basic economic goals. Special attention will be given to a comparison of the present economies of the United States, U.S.S.R., Great Britain, India, and the Common Market countries. Prerequisite: Economics 210. *Credit, three hours.*

**455 MONEY AND BANKING**
A study of contemporary monetary theory and policy, including an examination of the value and purchasing power of money; the role of commercial banks; the central banking system and its monetary controls; and the relationship among prices, production, employment, and economic growth. Prerequisites: Economics 210 and 211. *Credit, three hours.*

**456 PUBLIC FINANCE**
Principles of taxation and the budgetary expenditure process; the role of government in allocation of resources, stabilization of the economy, and income redistribution; debt management. Prerequisites: Economics 210. *Credit, three hours.*

**492 INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT**
Portfolio management theory and practice; technical analysis; cyclical analysis and forecasting; functions of securities' markets; security evaluation of stocks, bonds, money market instruments, options, futures, investment trusts, real estate, and tangible speculative investments; methods for optimizing the goals of individual and corporate investors. Prerequisites: Business 490; Math 245. *Credit, three hours.*

**499 BUSINESS POLICY**
For description, see Business 499. *Credit, three hours.*

*Additonal courses in business and economics are available through the Cooperating Raleigh Colleges.*

*Students who wish advanced study and research in business and economics should consult with the departmental head and arrange for it through the special studies options listed on page 75.*

## CHEMISTRY AND PHYSICAL SCIENCE

Professor Shiflett, *Head;* Professor Bunn; Assistant Professors Birkin and Lewis; Instructors Baunach and Whitehurst.

The department offers a major in chemistry (B.A. or B.S.).

The chemistry department seeks to prepare students for a variety of goals in life. A major in chemistry provides a student with a well-rounded education, as well as preparing her specifically for graduate or professional school, a career in industrial chemistry or teaching.

Examples of graduate and professional opportunities are medical, dental, and veterinary schools; medical technology programs; graduate schools in chemistry, biochemistry, textile chemistry, wood and paper chemistry; and a great number of health-related fields. A student should obtain additional information from the department concerning exact course requirements for specific schools.

For the student majoring in another discipline and desiring a concentration in chemistry, the following sequence of courses fits the requirements of most health-related professional schools: Chemistry 111, 112, 221, 222, and 350.

### *Requirements for a Major*

### BACHELOR OF ARTS

Thirty semester hours in chemistry, including 111, 112, 221, 222, 350, and 499 (with corequisite labs); Physics 211, 212; Mathematics 211, 212 (another mathematics course may be substituted for 212 with approval of the chemistry department).

### BACHELOR OF SCIENCE

Thirty-six hours in chemistry, including 111, 112, 221, 222, 350, 420, 430, 440, 499 (with corequisite labs); Physics 211, 212; Biology 101; Mathematics 211 , 212, 220, 354 (another mathematics course may be substituted for 354 with approval of the chemistry department). Computer Science 201 is strongly recommended. German 100, 101 is recommended to fulfill the foreign language requirement.

## Chemistry

### 111 GENERAL CHEMISTRY I

Fundamental concepts of chemistry, emphasizing stoichiometry, atomic and molecular structure, and chemical bonding. Three class hours a week. Corequisite: Chemistry 141. *Credit, three hours.*

### 141 GENERAL CHEMISTRY LABORATORY I

Laboratory experiments designed to supplement the work in Chemistry 111. Three laboratory hours a week. Corequisite: Chemistry 111. *Credit, one hour.*

### 112 GENERAL CHEMISTRY II

A continuation of fundamental concepts, with emphasis on kinetics, equilibria, electrochemistry, and descriptive chemistry. Three class hours a week. Prerequisite: Chemistry 111, 141. Corequisite: Chemistry 142. *Credit, three hours.*

### 142 GENERAL CHEMISTRY LABORATORY II

Laboratory experiments designed to supplement the work in Chemistry 112 and including qualitative and quantitative analysis.Three laboratory hours a week. Corequisite: Chemistry 112. *Credit, one hour.*

### 221 ORGANIC CHEMISTRY I

Fundamental principles, reactions, and mechanisms of organic chemistry. Three class hours per week. Prerequisite: Chemistry 112, 142. Corequisite: Chemistry 241. *Credit, three hours.*

### 241 ORGANIC CHEMISTRY LABORATORY I

Experimental techniques in synthesis and reactions of organic compounds. Three laboratory hours a week. Corequisite: Chemistry 221. *Credit, one hour.*

### 222 ORGANIC CHEMISTRY II

A continuation of Chemistry 221, emphasizing mechanisms, reactions, and physical methods of organic chemistry. Three class hours a week. Prerequisite: Chemistry 221, 241. Corequisite: Chemistry 242. *Credit, three hours.*

### 242 ORGANIC CHEMISTRY LABORATORY II

Experimental organic chemistry with emphasis on qualitative analyses of organic compounds using chemical tests and instrumental analysis. Three laboratory hours a week. Corequisite: Chemistry 222. *Credit, one hour.*

### 301 THE SCIENTIFIC LITERATURE

An introduction to the scientific literature, various literature search strategies, and a literature search on an assigned topic. Prerequisite: one laboratory science course. Also listed as BIO 301. Offered Fall semester only. *Credit, one hour.*

### 302 EXPERIMENTAL DESIGN

An introduction to experimental design and the analysis and evaluation of experimental data. Prerequisite: one laboratory science course. Also listed as BIO 302. Offered Spring semester only. *Credit, one hour.*

### 350 QUANTITATIVE ANALYTICAL CHEMISTRY

A study of the principles and techniques of chemical analysis including volumetric, spectrophotometric, and electroanalytic methods. Prerequisite: Chemistry 112. Three class hours and three laboratory hours a week. Offered Spring of even years. *Credit, four hours.*

### 401 RESEARCH I

A laboratory experience involving individual or small group participation in an ongoing research project. Two laboratory hours a week. Prerequisite: one laboratory science course. Also listed as BIO 401. Offered Fall semester only. *Credit, one hour.*

### 402 RESEARCH II

A continuation of CHE 401 with preparation of a final written report on research results. Prerequisite: one laboratory science course. Also listed as BIO 402. Offered Spring semester only. *Credit, one hour.*

### 420 CHEMICAL THERMODYNAMICS AND KINETICS

A study of the states of matter, thermodynamics, chemical equilibria, and reaction rates. Three lectures a week. Prerequisites: Chemistry 112, Physics 212, and Mathematics 211. Offered Fall of even years. *Credit, three hours.*

### 430 ATOMIC AND MOLECULAR STRUCTURE

A study of the modern theories of atomic and molecular structure and chemical bonding. Three lectures a week. Prerequisites: Chemistry 112, Physics 212, and Mathematics 211. Offered Spring of odd years. *Credit, three hours.*

### 440 EXPERIMENTAL PHYSICAL CHEMISTRY

Laboratory studies in electrochemistry, thermochemistry, equilibria, kinetics, and spectroscopy with emphasis on mathematical treatment of experimental data and technical report writing. Three laboratory hours a week. Prerequisite: Chemistry 420 or 430 or concurrent registration. *Credit, one hour.*

### 436 BIOCHEMISTRY

See Biology 436, page 81. *Credit, three hours.*

### 446 BIOCHEMISTRY LABORATORY

See Biology 446, page 81. *Credit, one hour.*

### 474 INORGANIC CHEMISTRY

Advanced concepts of theoretical and descriptive inorganic chemistry. Three class hours a week. Prerequisite: Chemistry 112, 142. Offered Fall of odd years. *Credit, three hours.*

### 499 SEMINAR

May be taken for credit more than one semester. Offered for pass-fail grading only. *Credit, one to three hours.*

## Physics

### 204 PRINCIPLES OF PHYSICS

A study for the non-science major of the fundamental principles of physics with emphasis on their relevant applications. *Credit, three hours.*

### 211 GENERAL PHYSICS I

A study of mechanics, thermodynamics, and waves. Three lectures a week. Prerequisite: Mathematics 211. Corequisite: Physics 241. *Credit, three hours.*

### 241 GENERAL PHYSICS LABORATORY I

Laboratory studies in mechanics, thermodynamics, and waves. Two laboratory hours a week. Corequisite: Physics 211. *Credit, one hour.*

### 212 GENERAL PHYSICS II

A study of electricity, magnetism, optics, and modern physics. Three lectures a week. Prerequisite: Physics 211. Corequisite: Physics 242. *Credit, three hours.*

### 242 GENERAL PHYSICS LABORATORY II

Laboratory studies in electricity, magnetism, optics, and modern physics. Two laboratory hours a week. Corequisite: Physics 212. *Credit, one hour.*

### 430 ATOMIC AND MOLECULAR STRUCTURE

See chemistry 430. *Credit, three hours.*

## Geography

Geography 204 carries credit toward the area requirement in the natural sciences. Geography 205, 236 and 368 may be used for credit toward the area requirement in the social sciences.

### 204 ELEMENTS OF PHYSICAL GEOGRAPHY

An introductory survey of the physical environment, analyzing on a worldwide basis both the elements of weather and climate and the origin and reshaping of major landforms. Offered both semesters. Three class hours and one two-hour laboratory period a week. *Credit, four hours.*

### 205 WORLD REGIONAL GEOGRAPHY

A systematic survey of major world regions with emphasis on climates, landforms, resources and economics. Also includes discussions on political ties, and position in world trade. *Credit, three hours.*

### 236 CONSERVATION OF NATURAL RESOURCES

An introductory survey of the use and abuse of soils, minerals, water, forests, public lands, and recreational areas, with emphasis on the ever growing problem of preservation for future generations. *Credit, three hours.*

### 368 POLITICAL GEOGRAPHY

A study of the state as a political unit. Geographical analysis of national and international boundaries, the territorial seas, populations, administrative areas, interstate relations, foreign trade, colonies, and international organizations in their relation to the state. A systematic approach, with case studies. *Credit, three hours.*

### SCI 764 THE TEACHING OF SCIENCE

See page 81. May not be counted toward a major. *Credit, three hours.*

*A student interested in a joint degree program in chemical engineering with North Carolina State University should contact an adviser within the chemistry department during her freshman year.*

*Students who wish advanced study and research in chemistry and physics should consult with the department head and arrange for it through the special studies options listed on page 75.*

# EDUCATION

Professor Todd, *Head*, Professor Murray; Associate Professor Allred; Assistant Professor Johnson.

## *Programs Offered*

Meredith offers undergraduate programs leading to the N.C. Class A teaching certificate and graduate programs leading to the Master of Education Degree in elementary education and the the N.C. Class G. certificate in early childhood education or in intermediate education.

## *Program Changes*

The North Carolina State Board of Education has developed new "Standards for the Approval of Teacher Education Institutions and Programs in North Carolina" and new "Competencies and Guidelines for Approved Teacher Education Programs." Meredith College, along with all other institutions with teacher education programs, will be studying the new regulations to determine their implications for teacher education programs at Meredith College.

Meredith undergraduate programs leading to the N.C. Class A teaching certificate are approved through June 30, 1985.

Meredith Master of Education Degree Program in elementary education is approved through June 30, 1985.

Should there by any change in the programs for the period beyond June 30, 1985, students enrolled in the programs will be given adequate advance notice.

## *Teacher Education Programs*

### The Master of Education Degree Program

A brochure titled "Master of Education Degree Program" which provides complete information about the program can be obtained from the Education Department or from the Registrar's Office.

### The Undergraduate Certification Programs

A student may choose a teacher education program in addition to her major program of study. A major subject must be selected from the list on page 55. Programs are available for N.C. Class A teacher certification in early childhood education (grades K-3); intermediate education (grades 4-9); special subject areas (grades K-12) in art, music, and reading; and secondary subject areas (9-12) in business education, English, French, home economics, Latin, mathematics, science, social studies, and Spanish.

Although there are common elements in each of the teacher education programs, each of the teacher education programs is a distinctly different program designed for a specific purpose. The requirements for each program are described on the following pages. Students who plan to teach in the public or private schools should choose one of the programs early and pursue it throughout their undergraduate and graduate college experience. Additional information and advice are available in the Department of Education.

Admission to teacher education is open to both degree and nondegree women students who meet the standards established by the College:

I. Degree Students (Students enrolled in a program of study that will lead to a degree awarded by Meredith.)

A. A student who plans to teach should consider th available teacher education programs, confer with her adviser, and select one as early as is feasible but no later than the second semester of the sophomore year.

   1. Students who plan to be intermediate education teachers should confer with their advisers and select and declare a major to coincide with one of the concentrations available to teacher education students at Meredith. See pages 90.
   2. Students who plan to be subject area teachers should confer with their advisers and select and declare a major to coincide with one of the subject areas available to teacher education students at Meredith. See page 90-91.

B. After selecting a major and the desired teacher education program the student should go to the Office of the Registrar and formally declare the major and indicate the desired teacher education program.

C. Next, the student should go to the Education Department, get the Meredith College Degree Student packet of materials for Admission To Teacher Education and see that the Application for Admission To Teacher Education and all supporting materials are filed with the Education Department as soon as possible.

   1. At this point and as a part of the application for admission to teacher education process, the student and her adviser prepare and submit the Planned Program of Preparation for Teacher Education which will lead to graduation and certification in teacher education.
   2. The completed application is interpreted as a strong indication of the student's serious intent and commitment to a career in teaching.

D. Each completed application is reviewed in the Department of Education and the decision to admit the applicant is made on the basis of;
    1. Meredith College work completed.
    2. The applicant's overall grade point average which must be 2.0 or above;
    3. The Planned Program of Teacher Preparation;
    4. The applicant's recommendations for admission to teacher education.

E. Each applicant is notified of the admission decision by letter by the Head of the Department of Education. An applicant can appeal the admission decision to the Teacher Education Committee by writing a letter to the Chairman of the Teacher Education Committee requesting a review of the decision.

II. Nondegree Students (Students enrolled in a program of study that does not lead to a degree awarded by Meredith College.)

A. All nondegree students seeking initial North Carolina Class A teaching certification, an additional North Carolina Class A teaching certificate, or North Carolina Class A teaching certificate renewal should confer with the Head of the Education Department.

B. Students with a baccalaureate degree from another institution seeking North Carolina Class A teacher certification at Meredith College must meet teacher competency requirements through a program approved by the Department of Education. They must take a minimum of 30 hours of course work at Meredith which may include additional courses in general education and will include specific teaching areas and professional education. Exceptions to these requirements will be determined on an individual basis by the Department of Education.

The following structured programs are planned to insure competence in teaching. Most students will satisfy the competencies which are defined by the State Department of Public Instruction by following the prescribed program of study; however, individual needs in some limited instances may be met by arrangement with the Department of Education and the major adviser.

## Requirements for All Certificates

All college requirements for graduation must be met by each student seeking N.C. Class A certification. Courses taken to meet college graduation requirements are also applicable to specific requirements in all teacher education programs.

Students completing a teacher education program must also complete a major in another discipline (see page 55).

## Elementary Teacher Education Programs

(Early Childhood Education Grades K-3; and Intermediate Education, Grades 4-9)

Students who expect to secure a North Carolina Class A certificate to teach at the early childhood education (K-3) level or at the intermediate education (4-9) level must meet both the course and minimum semester hour requirements listed below.

### *Early Childhood (Grades K-3) Program*

| | | |
|---|---|---|
| Language arts | | 9 |
| English composition and grammar | 3 | |
| English literature | 3 | |
| American literature | 3 | |
| Social studies | | 12 |
| History (101, 102, 214, or 224) | 3 | |
| Sociology 335 (Although SOC 230 or 260 strongly recommended as prerequisites, teacher education students are not required to have them.) | 3 | |
| Two fields selected from the following: anthropology, economics, history, cultural geography, politics, sociology | 6 | |
| Psychology | | 3 |
| Developmental Psychology, PSY 204 (Prerequisite: EDU 234 or PSY 100) | | |
| Natural Science | | 6 |
| Mathematics | | 3 |
| Mathematics 100 | | |
| Cultural arts | | 4 |
| Art in the Elementary School, ART 744 (Prerequisite IDS 100) | 2 | |
| Music in the Elementary School, Music 744 (Prerequisite IDS 100) | 2 | |
| Health and physical education | | 4 |
| Health Education in the Elementary School, HED 744 | 2 | |
| Physical Education in the Elementary School, PED 744 | 2 | |
| Education | | 27 |
| Foundations of American Education, EDU 232 or Philosophy of Education, EDU 233 | 3 | |
| Educational Psychology, EDU 234 | 3 | |
| Communication Skills in the Elementary School, EDU 344 | 3 | |
| Perspectives in Early Childhood Education, EDU 348 | 3 | |
| Literature in the Elementary School, EDU 455 | (Block) 2 | |
| Mathematics in the Elementary School, EDU 456 | (Block) 2 | |

| | |
|---|---|
| Science in the Elementary School, EDU 457 | (Block) 2 |
| Social Studies in the Elementary School, EDU 458 | (Block) 2 |
| Seminar in Education, EDU 440 | (Block) 1 |
| Observation and Directed Teaching (K-3), EDU 439 | (Block) 6 |

### *Intermediate Education (Grades 4-9) Program*

A. Specific general education and professional education requirements

| | | |
|---|---|---|
| Language arts | | 9 |
| English composition and grammar | 3 | |
| English literature | 3 | |
| American literature | 3 | |
| Social studies | | 12 |
| History (101, 102, 214, or 224) | 3 | |
| Sociology 335 (Although SOC 230 or 260 are strongly recommended as prerequisites, teacher education students are not required to have them.) | 3 | |
| Two fields selected from the following: anthropology, economics, history, cultural geography, politics, sociology | 3 | |
| Psychology | | 3 |
| Developmental Psychology, PSY 204 (Prerequisite: EDU 234 or PSY 100) | | |
| Natural Science | | 6 |
| Mathematics | | 3 |
| Mathematics 100 | | |
| Cultural arts | | 4 |
| Art in the Elementary School, ART 744 (Prerequisite IDS 100) | 2 | |
| Music in the Elementary School, Music 744 (Prerequisite IDS 100) | 2 | |
| Health and physical education | | 4 |
| Health Education in the Elementary School, HED 744 | 2 | |
| Physical Education in the Elementary School, PED 744 | 2 | |
| Education | | 27 |
| Foundations of American Education, EDU 232 or Philosophy of Education, EDU 233 | 3 | |
| Educational Psychology, EDU 234 | 3 | |
| Communication Skills in the Elementary School, EDU 344 | 3 | |
| Teaching in Elementary and Middle Schools, EDU 349 | 3 | |
| Literature in the Elementary School, EDU 455 | (Block) 2 | |
| Mathematics in the Elementary School, EDU 456 | (Block) 2 | |
| Science in the Elementary School, EDU 457 | (Block) 2 | |
| Social Studies in the Elementary School, EDU 458 | (Block) 2 | |
| Seminar in Education, EDU 440 | (Block) 1 | |
| Observation and Directed Teaching (4-9), EDU 439 | (Block) 6 | |

B. The N.C. State Department of Public Instruction has a guideline for prospective intermediate teachers requiring one or more concentrations of at least 18 hours in a subject area taught in the intermediate grades. The six concentrations available in Meredith College's Approved Teacher Education Program are:

| | |
|---|---|
| 1. Language arts | 18 |
| 2. Social studies | 18 |
| 3. Mathematics | 18 |
| 4. Science | 18 |
| 5. Art | 18 |
| 6. Music | 18 |

## Special Subject Area (Grades K-12) Program

### *Art (K-12)*

1. All college requirements for graduation. Must include history and mathematics (see details on pages 54 and 55.)
2. Minimum semester hours in teaching fields for grades K-12.

   Art courses, semester hours . . . 34-37
   (See page 77 for art education program requirements.)

### *Music (K-12)*

1. All college requirements for graduation. Must include history and mathematics (see details on pages 54 and 55.)
2. Minimum semester hours in teaching fields for grades K-12.

   Music courses semester hours . . . 55-59
   (See pages 111-112 for music education requirements.)

### *Reading Certification (K-12)*

Students who wish to add reading certification to their existing or proposed initial certification must meet the requirements listed below.

A. Prerequisites

| | |
|---|---|
| 1. EDU 344, Communication Skills in the Elementary School, EDU 344 | 3 |
| 2. EDU 455, Literature in the Elementary School, EDU 455 | (Block) 2 |

B. Additional requirements

| | | |
|---|---|---|
| 1. | EDU 470, Survey of Reading | 2 |
| 2. | EDU 471, Reading in the Content Areas . . (Block) | 3 |
| 3. | EDU 472, Diagnosis of Reading Ability | 2 |
| 4. | EDU 473, Remedial Reading Instruction | 2 |
| 5. | EDU 474, Reading Practicum | 3 |

## Secondary Subject Area (9-12) Programs

Students who plan to earn a North Carolina Class A teaching certificate in a subject area must meet the minimum requirements listed below:

Major courses, related courses, and electives are counted toward certification.

A. Subject areas (9-12)

1. All college requirements for graduation. Must include history and mathematics (see details on pages 54 and 55).
2. Minimum semester hours in subject area taught in grades 9-12

| | |
|---|---|
| Business education | 36 |
| English | 36 |
| French | 30 |
| Home economics | 48 |
| Latin | 30 |
| Mathematics | 30 |
| Science | 48 |
| Social studies (anthropology, economics, cultural geography, history, politics, sociology) | 42 |
| Spanish | 30 |

B. Minimum semester hours in professional courses

| | |
|---|---|
| EDU 232, Foundations of American Education, or EDU 233, Philosophy of Education | 3 |
| EDU 234, Educational Psychology | 3 |
| EDU 764, Methods | 3 |
| EDU 466, Adolescent Behavior . . . . . . . . . (Block) | 3 |
| EDU 467, The Secondary School . . . . . . . (Block) | 3 |
| EDU 471, Reading in the Content Areas . . (Block) | 1 |
| EDU 438, Field Experiences, Secondary . . (Block) | 1 |
| EDU 439, Observation and Directed Teaching (9-12) . . . . . . . . . . . . . . . . . . . . (Block) | 6 |

## Education Courses

Foundations of American Education, Education 232, is recommended as the first course in the professional sequence.

### 232 FOUNDATIONS OF AMERICAN EDUCATION

A study of public education from a cultural foundations perspective including an understanding of the American education goal. Consideration is given to educational organization, finance, administration, and curricula, as well as current issues facing American schools. *Credit, three hours.*

### 233 PHILOSOPHY OF EDUCATION

A study of the philosophical issues which bear upon education. A comparative treatment of the conflicting beliefs about reality, knowledge, and value is made in terms of idealism, realism, scholasticism, experimentalism, and existentialism. Linguistic analysis and social philosophies in education are also examined. *Credit, three hours.*

### 234 EDUCATIONAL PSYCHOLOGY

A study of the psychological principles that underlie effective educational practices. Attention is given to developmental processes, individual differences and motivation, learning theory, measurement and evaluation, and teacher behavior. *Credit, three hours.*

### 344 COMMUNICATION SKILLS IN THE ELEMENTARY SCHOOL

A study of the interrelated processes of listening, speaking, reading, and writing with particular emphasis upon the major aspects of reading instruction. Included in the course is an intensive study of the major word attack skills. The relationship of phonology to orthography is explored, and strategies for teaching interrelated phonics and structural analysis skills are developed.

The particular needs of the early childhood and intermediate teacher will be considered. *Credit, three hours.*

### 348 PERSPECTIVES IN EARLY CHILDHOOD EDUCATION

A review of the historical, philosophical, and psychological foundations of early childhood education. Emphasis will also be given to the development of concepts in young children. *Credit, three hours.*

### 349 TEACHING IN ELEMENTARY AND MIDDLE SCHOOLS

A study of the structure and function of elementary and middle schools with emphasis on the role of the teacher. Consideration is given to curriculum, planning and evaluation, instructional materials and resources, teacher-parent relationships, records, and reports. Fall semester only. *Credit, three hours.*

### 438 FIELD EXPERIENCES: SECONDARY

This course focuses on field experiences for secondary teacher education students. A minimum of 30 hours in a secondary school setting will be required and will not include educational psychology field requirements. May be taken twice. Block course. Pass-fail. *Credit, one hour.*

### 439 OBSERVATION AND DIRECTED TEACHING

Designed to provide the student teaching experience in a school setting. Student teaching is on the block. Weekly seminars are arranged. Fee, $60. Block course. Pass-fail grading only. *Credit, six hours.*

#### Student Teaching Requirements

The following requirements must be met before a student is permitted to register for student teaching.

A. An overall grade point average of 2.00 or above to have been achieved by the end of the term prior to student teaching.

B. Observation and participation in the public schools and/or with children and youth in other situations.

C. Demonstration of competencies established by the Department of Education indicating teaching effectiveness.

D. Current enrollment in, or satisfactory completion of, all required methods courses.

E. The required physical exam for public school teachers.

F. Filing of an application for student teaching placement with the Department of Education.

### 440 SEMINAR IN EDUCATION

(Early Childhood and Intermediate)

A study of the current issues having a direct influence upon educational practice and research. Normally taken concurrently with Education 439. Block course. Pass-fail grading only. *Credit, one hour.*

### 455 LITERATURE IN THE ELEMENTARY SCHOOL

A study of literature designed for children in the elementary school. Consideration is given to the selection and evaluation of children's literature with special attention to the illustrations. The particular needs of the early childhood and intermediate teacher will be considered. Block course. *Credit, two hours.*

### 456 MATHEMATICS IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies which facilitate the teaching of mathematics in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Block course. *Credit, two hours.*

### 457 SCIENCE IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies which facilitate the teaching of science in the elementary school with emphasis upon pupil investigation and discovery. The particular needs of the early childhood and intermediate teacher will be considered. Block course. *Credit, two hours.*

### 458 SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies which facilitate the teaching of social studies in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Block course. *Credit, two hours.*

### 466 ADOLESCENT BEHAVIOR

An examination of the characteristics, needs, and problems of adolescents, with consideration of the psychological basis of adolescent behavior, including measurement procedures and research results. Block course. *Credit, three hours.*

### 467 THE SECONDARY SCHOOL

The historical development, including place and function of secondary education in our democracy; the organization and administration of the high school curriculum, methods of planning and teaching, qualifications of the high school teacher, student guidance, records, and reports. Block course. *Credit, three hours.*

### 470 SURVEY OF READING

A study of the methods, materials, and basic research in developmental reading. Emphasis is given to identifying, selecting, and evaluating reading methodologies, programs, and materials. *Credit, two hours.*

### 471 READING IN THE CONTENT AREAS

A series of experiences designed for the classroom teacher or for the reading teacher in the secondary school. Emphasis is given to assisting students having difficulties in reading, developing techniques for enabling students to improve their reading and study skills, and developing and adapting appropriate reading materials and methods. Block course. Pass-fail and one hour credit for secondary students. Grade and three hours credit for reading certification students.

### 472 DIAGNOSIS OF READING ABILITY

A study of the various ways of identifying and meeting the needs of individuals and groups through diagnostic techniques. Emphasis is given to determining students' interests and readiness for reading and to measuring mastery of basic reading skills. *Credit, two hours.*

### 473 REMEDIAL READING INSTRUCTION

A study of the various ways of meeting the needs of individuals and groups by prescribing reading programs based upon diagnosis of needs and knowledge of methods and materials. Emphasis is given to developing study guides, modifying text material, and locating supplementary materials. *Credit, two hours.*

474 READING PRACTICUM
Designed to provide tutoring experiences which interrelate reading and the different content and subject areas in the curriculum. Emphasis is given to outlining and implementing reading instructional programs for students including continuous diagnosis, selection and use of materials, and developing reading record-keeping procedures. *Credit, three hours.*

## Methods Courses

Methods courses are offered for those enrolling in elementary (early childhood and intermediate) education. Students seeking certification at the secondary level must take the methods course appropriate to the teaching field. In these courses students are introduced to aims, objectives, materials, and techniques of the teaching fields and levels of the approved teacher education programs.

The academic departments teach the following methods courses as an integral part of the professional education sequence and they do not carry credit in the academic discipline. Course descriptions are listed in the departmental sections.

734 Methods in the Teaching of Art. *Credit, three hours.*

744 Art in the Elementary School. *Credit, two hours.*

764 The Teaching of Science. *Credit, three hours.*

764 The Teaching of Business. *Credit, three hours.*

764 The Teaching of Foreign Language. *Credit, three hours.*

744 Health Education in the Elementary School. *Credit, two hours.*

744 Physical Education in the Elementary School. *Credit, two hours.*

764 The Teaching of Social Studies. *Credit, three hours.*

764 Methods of Teaching Home Economics. *Credit, three hours.*

764 Methods of Teaching Secondary Mathematics. *Credit, three hours.*

720 Materials and Methods for Teaching Music in Grades K-3. *Credit, two hours.*

721 Materials and Methods for Teaching Music in Grades 4-6. *Credit, two hours.*

722 Materials and Methods for Teaching Music in Grades 7-12. *Credit, two hours.*

744 Music in the Elementary School. *Credit, two hours.*

# ENGLISH

Associate Professor Brewer, *Head;* Professors Knight and Rose; Associate Professors Gilbert and Taylor; Assistant Professors English and Walton; Instructor Jackson.

The courses offered by the Department of English are designed to foster in the student

* the ability to think logically and independently
* skills in speaking and writing
* an appreciation for and enjoyment of literature
* an appreciation of human values

We hope that as a result of her experiences in these courses a student will continue her own education--reading widely, thinking critically, and working to improve her speaking and writing.

A major in English may prepare a student for a variety of careers: teaching and school administration; journalism, technical writing, and editing; personnel work and counseling; positions in business, libraries, museums, and churches; and free-lance writing. A major in English also prepares the student for graduate work in English and related fields, and is recommended as pre-professional training for business, law, and medicine.

## *Requirements for a Major*

Thirty-two hours in English, including 111, 201, 202, 206, 374, 375, and a seminar. Twelve hours must be selected from 351, 352, 355, 356, 357, 498, and at least six additional hours from courses numbered above the 200's, including three hours in twentieth century literature.

No credit in English is given for 764. Bracketed courses are not offered during this academic year.

## *Requirements for a Concentration in Professional Communications*

Eighteen hours, including Art 103, Art 240, Speech 225, English 358, and one additional writing course chosen from Business 384, English 235, English 236, English 245, or English 9-- (Special Topics in Publications). Additional hours may be taken in Art 230, Art 231, Art 241, Art 340, and Business 366. Internships (English 930) are open to juniors and seniors for one to three hours of credit.

## Prerequisites

English 111 is a prerequisite for all other courses in English; English 201 is a prerequisite for all other literature courses in the department.

### 111 PRINCIPLES OF WRITING

A study of grammar, punctuation, words, and sentence structure. The writing of effective sentences, paragraphs, and well-organized papers. *Credit, three hours.*

### 112 EXPOSITORY WRITING

A course in expository writing designed to provide students with further practice in the principles of effective composition. Prerequisite: English 111 or its equivalent. *Credit, three hours.*

### 201 MAJOR BRITISH WRITERS

A study of major British writers designed to foster appreciation and enjoyment of our cultural heritage, to develop reading skills for a variety of literary types, and to continue emphasis on composition. Authors studied: Chaucer, Shakespeare, Milton, two 18th century writers, Wordsworth, Browning, and a 20th century writer. *Credit, three hours.*

### 202 DEVELOPMENT OF ENGLISH LITERATURE

A chronological study to add breadth and further depth to English 201. Spring. *Credit, three hours.*

### 206 SURVEY OF AMERICAN LITERATURE

A study of selected major American writers from the colonial period to the present including many genre: poetry, fiction, drama, essay, history, and biography. *Credit, three hours.*

### [208 WORLD MASTERPIECES IN TRANSLATION]

*Credit, three hours.*

### [235 CREATIVE WRITING: EMPHASIS POETRY]

A course in the writing of poetry, with some attention given to short fiction. Contemporary and traditional poetry of various cultures will be examples and guides. Students will write, experiment, and criticize. Fall. *Credit, three hours.*

### 236 CREATIVE WRITING: EMPHASIS PROSE

Narration and poetry from the writer's perspective, with an emphasis on narration. Includes analysis of contemporary fiction and poetry, and writing of fiction and poetry. Fall. *Credit, three hours.*

### 245 INTRODUCTION TO JOURNALISM

An introductory course in news, feature, and editorial writing. Topics to be examined include the role, history, and production of newspapers. Fall. *Credit, three hours.*

### 340 DEVELOPMENT OF THE BRITISH NOVEL

A study of the development of the British novel from its origins to the beginning of the twentieth century. The novels to be studied will represent a variety of forms and styles and will include writers such as Austen, Dickens, Eliot, Hardy and others. Spring. *Credit, three hours.*

### 351 OLD ENGLISH

A study of Old English language with readings of selected prose and poetry in Old English. Fall. *Credit, three hours.*

### 352 CHAUCER

A study of Chaucer's poetry with a few selections from other Middle English writings. Supplementary study of the history of the English language and supplementary reading in background material. Spring. *Credit, three hours.*

### 355, 356 SHAKESPEARE

A study of selected English history plays and "sunny" comedies (355); selected tragedies, "dark" comedies, and late romances (356). Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. 355, Fall; 356, Spring. *Credit, three or six hours.*

### 357 MILTON SEMINAR

Poetry and selected prose. Fall. *Credit, three hours.*

### 358 ADVANCED WRITING: EXPOSITORY AND TECHNICAL

Extensive practice in writing, editing and proofreading different kinds of expository prose, including a technical report. A review of the principles of grammar as they apply to editing and proofreading. An introduction to word processing and machine editing. Spring. *Credit, three hours.*

### 359 AMERICAN LITERATURE SEMINAR

Topics are selected yearly. Some have included American romantic literature, Southern American literature, and American women writers. Prerequisite: English 206 or equivalent. Spring. *Credit, three hours.*

### 364 ENGLISH AND AMERICAN POETRY OF THE TWENTIETH CENTURY

A study of 20th century English and American poets and their works, with concentration on some of the major poets and principal schools of poetry, and with briefer study of a wide range of contemporary poets and their works. Spring. *Credit, three hours.*

### [365 ENGLISH POETRY OF THE ROMANTIC PERIOD]

A study of Wordsworth, Shelley, and Keats, with selections from other poets of the Romantic Period. Fall. *Credit, three hours.*

### 367 ENGLISH POETRY OF THE VICTORIAN PERIOD

A study of the poetry of Browning and Tennyson, with selections from other poets of the Victorian period. Fall. *Credit, three hours.*

### [368 ENGLISH LITERATURE OF THE EIGHTEENTH CENTURY]

A study of major works of Swift, Pope, Boswell, and Johnson with additional reading from other authors illustrating the age and significant literary forms. Spring. *Credit, three hours.*

### 370 ENGLISH AND AMERICAN PROSE OF THE TWENTIETH CENTURY

A study of the 20th century English and American writers of prose, including novels, short stories, and drama, with concentration on principal figures and briefer treatment of other writers chosen to illustrate schools, trends, or the range of contemporary writing. Fall. *Credit, three hours.*

### 374 TECHNIQUES OF LITERARY RESEARCH

An introduction to different types of literary criticism, to various bibliographical tools for locating literary criticism, and to the techniques of gathering and recording data for a literary research paper. Fall. *Credit, one hour.*

### RESEARCH PROJECT

Directed individual research investigating the critical response to some literary work and culminating in a research paper. Prerequisite or co-requisite English 374. Fall and Spring. *Credit, one hour.*

### 498 SENIOR SEMINAR

Representative epics, dramas, and novels of Continental literature studied in relation to English literature. Open only to majors in English. Spring. *Credit, three hours.*

### 764 THE TEACHING OF ENGLISH

A study of different methods of teaching the content and skills included in a secondary English curriculum. Block. Fall. *Credit, three hours.*

*Students who wish advanced study and research in literature should consult with the departmental chairman and arrange for it through the special studies options listed on page 75. Students may elect courses through the Cooperating Raleigh Colleges.*

# FOREIGN LANGUAGES

Associate Professor Kurtz, *Chairman;* Associate Professors Comeaux and Ledford; Assistant Professor Pitts; Instructors Reiss, Short, Thomas, and Winz.

The Department of Foreign Languages offers a major and a minor in French and Spanish, two years of Latin with some advanced work for those who need it, and two years of German. The department has as its basic objectives the acquisition of a speaking, reading, and writing knowledge of at least one foreign language and the study of foreign civilization and literature.

## *Requirements for a Major*

Thirty hours in foreign languages above 101, 102, including 364 and 365. Majors in French and Spanish must include 305 and 306. Majors in Spanish must also include 366 and 367. All foreign language majors must take History 102, and are urged to include a second language as a related field. In order to comply with certification requirements, students who plan to teach French or Spanish must take the courses numbered 305 and 306 in the language to be taught. All students planning to teach a foreign language must take 764 which may not be counted toward a major. Advanced courses in literature are open to non-majors. In these courses, some accommodation is made for non-majors in the use of the language.

## Advanced Placement

A placement test will be given in August to those who request it. Entering students, as well as continuing students, may receive up to six hours credit for courses "skipped" beyond the 101, 102 level.

## French

### 101 ELEMENTARY FRENCH CONVERSATION I

Introduction to modern spoken French. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for French 204. One hour of language laboratory required. *Credit, three hours.*

### 102 ELEMENTARY FRENCH CONVERSATION II

A review and continuation of French 101. English will be used in the classroom for orientation purposes only. A one-hour lab will be required. *Credit, three hours.*

### 204 STRUCTURAL FRENCH

Conversational and written French for students who had some high school work in the language, but who cannot qualify for French 205. Language laboratory required. *Credit, three hours.*

### 205 INTERMEDIATE FRENCH I

A review and continuation of French 102 and French 204, and gradual introduction of graded readings. Language laboratory required. Prerequisite: French 102, French 204 or equivalent. *Credit, three hours.*

### 206 INTERMEDIATE FRENCH II

A continuation of French 205. Emphasis on the reading and discussion (in French) of texts of moderate difficulty. Language laboratory required. Prerequisite: French 205 or equivalent. *Credit, three hours.*

### 304 FRENCH CIVILIZATION

A survey of the historical development of France as a nation and as a people, including her contributions to Western culture in the fields of art, religion, and music. *Credit, three hours.*

### 305 ADVANCED CONVERSATION AND PHONETICS

Required of majors in French. Prerequisite: French 205 or equivalent. *Credit, three hours.*

### 306 ADVANCED GRAMMAR, COMPOSITION AND LINGUISTICS

Required of majors in French. Prerequisite: French 205 or equivalent. *Credit, three hours.*

### 364 FRENCH LITERATURE TO 1789

Selected reading in French literature from the beginnings to the French revolution with some emphasis on culture and civilization. Prerequisite: French 205 or equivalent. *Credit, three hours.*

### 365 FRENCH LITERATURE FROM 1789 TO THE PRESENT

Selected readings in French literature from the French revolution to the present. Prerequisite: French 205 or equivalent. *Credit, three hours.*

### [366 FRENCH ROMANTICISM]

*Credit, three hours.*

### [367 FRENCH REALISM AND SYMBOLISM]

A study of Realism and Symbolism as reflected in various genres. Emphasis on Flaubert and Baudelaire. *Credit, three hours.*

### 368 MODERN FRENCH LITERATURE

A general study of the main literary movements of the 20th century. *Credit, three hours.*

### [369 CONTEMPORARY FRENCH LITERATURE]

From 1945 to the present. Emphasis on Camus, Sartre, and Robbe-Grillet. *Credit, three hours.*

### 394 SEMINAR IN SEVENTEENTH CENTURY

A literary study of the representatives of French Classicism in religious thought, philosophy, and drama, with some reference to their importance in the development of continental European civilization. *Credit, three hours.*

### 395 SEMINAR IN EIGHTEENTH CENTURY

The period of the decline of absolutism, the rise of the bourgeoisie, and the development of the rational spirit as shown in the literature of 18th century France with some emphasis on Franco-American relationships. *Credit, three hours.*

### 764 THE TEACHING OF A FOREIGN LANGUAGE

See page 95. May not be counted toward a major. *Credit, three hours.*

## German

### 101 ELEMENTARY GERMAN I

Introduction to the German language through analysis. Grammar, graded readings, and some oral emphasis. Open to students who cannot qualify for German 102. *Credit, three hours.*

### 102 ELEMENTARY GERMAN II

A review and continuation of German 101. Prerequisite: German 101 or equivalent. *Credit, three hours.*

### 201, 202 INTERMEDIATE GERMAN

Review of German grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; some practice in use of the spoken language. Prerequisite: German 102 or equivalent. *Credit, six hours.*

## Latin

### 101 ELEMENTARY LATIN I

A course for beginners in the fundamentals of Latin grammar. *Credit, three hours.*

### 102 ELEMENTARY LATIN II

A review and continuation of Latin 101. Increased emphasis on reading. *Credit, three hours.*

### 201, 202 INTERMEDIATE LATIN

An intermediate course in Latin designed to prepare the student for work with the more difficult authors. Grammar review, readings from Cicero and Ovid. *Credit, six hours.*

### 364, 365 ROMAN LITERATURE AND CIVILIZATION

A survey of Latin literature and civilization with emphasis on representative writers. Translation of the prose of Livy, Pliny, the poetry of Horace. Prerequisite: Latin 201, 202 or advanced placement. *Credit, six hours.*

### 366, 367 ADVANCED LATIN READING

Authors studied to be selected by instructor – after consultation with the preregistered students. May be taken on multiple occasions. Prerequisite: Latin 364, 365 or instructor's permission. *Credit, six hours.*

## Spanish

### 101 ELEMENTARY SPANISH I

Introduction to modern spoken Spanish. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for Spanish 204. A one-hour lab will be required. *Credit, three hours.*

### 102 ELEMENTARY SPANISH II

A review and continuation of Spanish 101. English will be used in the classroom for orientation purposes only. A one-hour lab will be required where necessary. *Credit, three hours.*

### 204 STRUCTURAL SPANISH

Conversational and written Spanish for students who had some high school work in the language, but who cannot qualify for Spanish 205. Language laboratory required. *Credit, three hours.*

### 205 INTERMEDIATE SPANISH I

A review and continuation of Spanish 102 and Spanish 204, and gradual introduction of graded readings. Language laboratory required. Prerequisite: Spanish 102, Spanish 204, or equivalent. *Credit, three hours.*

### 206 INTERMEDIATE SPANISH II

A continuation of Spanish 205. Emphasis on the reading and discussion (in Spanish) of texts of moderate difficulty. Lanuage laboratory required. Prerequisite: Spanish 205 or equivalent. *Credit, three hours.*

### 304 SPANISH CIVILIZATION

The historical development of Spain as a nation and a people, including her contributions to Western culture in the fields of art, religion, and music. Taught alternately with Spanish 494. *Credit, three hours.*

### 305 ADVANCED CONVERSATION AND PHONETICS

Required of majors in Spanish. *Credit, three hours.*

### 306 ADVANCED GRAMMAR, CONVERSATION AND COMPOSITION

Required of majors in Spanish. *Credit, three hours.*

### 364 SPANISH LITERATURE TO 1800

Selected Spanish literature beginning with the "Poema de mio Cid" and going through the seventeenth century. *Credit, three hours.*

### 365 SPANISH LITERATURE FROM 1800 TO PRESENT

A study of the more important works of Spanish literature, particularly as they reflect Spanish life and culture. Alternates with Spanish 366, 367. Prerequisite: Spanish 201, 202 or advanced placement. *Credit, three hours.*

### 366 SPANISH-AMERICAN LITERATURE TO 1875

A study of the key authors and texts of the Spanish Colonial and Independence Periods. *Credit, three hours.*

### 367 SPANISH-AMERICAN LITERATURE FROM 1825 TO THE PRESENT

Selected readings from key authors such as Darío, Azuela, Carpentier and Neruda. *Credit, three hours.*

### 368 MODERN SPANISH DRAMA

Open to seniors and to others by special permission. Alternates with Spanish 369. *Credit, three hours.*

### 369 MODERN SPANISH PROSE, POETRY

Masterpieces of modern Spanish prose, (emphasis on the novel) beginning with Miguel de Unamuno. Selected poetry from Nobel Prize winners, Vicente Aleixandre, others. Alternates with Spanish 368. *Credit, three hours.*

### 494 SEMINAR IN THE GOLDEN AGE OF SPAIN

Selected works from Cervantes and the Golden Age Theater. *Credit, three hours.*

### 764 THE TEACHING OF A FOREIGN LANGUAGE

See page 95. May not be counted toward a major. *Credit, three hours.*

*Students who wish advanced study in foreign languages should consult with the departmental head and arrange for it through the special studies options listed on page 75. Students may elect courses at other Cooperating Raleigh Colleges.*

# HEALTH, PHYSICAL EDUCATION, AND RECREATION

Associate Professor Massey, *Head* and Athletic Director; Assistant Professors Allen, Bross, and Chamblee; Instructors Colwell, Brown, and Pritchard; Huggins, Director of Equitation.

Through the study of health and physical education the student gains a greater knowledge and appreciation of her physical self. The Department of Health, Physical Education, and Recreation offers a wide variety of activities with special emphasis on individual sports, aquatics, conditioning, physical fitness, and dance. For the highly skilled there are opportunities to participate in the intercollegiate program or to become involved in the Dance Ensemble, the Aqua Angels, or the Hoof Print Club.

## Theory: Health

### 100 CONTEMPORARY HEALTH ISSUES

A course designed to provide students with knowledge and understanding pertaining to personal and community health. Special emphasis on developing positive health attitudes and practices. *Credit, two hours.*

### 200 FIRST AID

A course designed to prepare students with the knowledge and skills to meet most situations when emergency first aid care is necessary. Multi-Media Red Cross Certification. *Credit, two hours.*

### 744 HEALTH EDUCATION IN THE ELEMENTARY SCHOOL

A course designed to provide students with knowledge and understanding of the health needs and interests of the elementary school-age children and provide them with information, ideas, and experiences pertinent to planning, teaching, and evaluating health instruction at the elementary school level. Does not meet general education requirements. *Credit, two hours.*

## Theory: Physical Education

### 256 DANCE COMPOSITION I

An introductory course to the basic elements of solo and duet choreography - space design, rhythm, texture, musical accompaniments and subject matter. Selected readings on both traditional and avant-garde approaches to composition. Students will compose orginial solo movement phrases and explore the different techniques used when composing for two dancers. (prerequisite P.E. 157 or by faculty permission) *Credit three hours.*

### 329 PHYSICAL FITNESS

A course designed to gain knowledge related to the interrelationship of fitness, nutrition, weight control, body mechanics, stress, values of exercise and skill programs. Proper methods of exercise and weight training are stressed. *Credit, three hours.*

### 356 DANCE COMPOSITION II

A study of the effects of time, space and energy on movement designed for a large group. Methods of organizing movement designed for a large group will be explored as well as a study of the aesthetics concerns of the 20th century choreographers. Students will develop an original idea into a group choreography that demonstrates an understanding of the craft and art of making dances. (prerequisites P.E. 256 or by faculty permission) *Credit, three hours.*

### 359 DANCE HISTORY

A survey of the development of dance in the 20th century and the ideas of the 19th century that were crucial to these developments. Counts as elective in the humanities and fine arts. *Credit, three hours.*

### 744 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL

A course designed to provide students with knowledge and understanding of the physical education needs and interests of elementary school-age children and to provide them with information, ideas, and experiences pertinent to principles, planning, teaching, and evaluating physical education at the elementary school level. Does not meet general education requirements. *Credit, two hours.*

## Activity: Physical Education and Recreation

In meeting her general education requirements, a student may choose from any of the activities offered; however, non-swimmers are strongly encouraged to take beginning swimming during one of the four semesters. After a student has met her requirements, she may elect additional physical education activity courses. However, no more than eight credits may be counted in the 124 hours required for graduation.

A student may repeat a course at the same level only with special permission granted by the departmental head and upon recommendation from her previous instructor.

All activity courses carry *one credit hour* per semester. Pass-fail grading only. (See page 75 for exception.)

### *Aquatics*

110 Swimming I - for non-swimmers.

113 Synchronized Swimming I - fundamentals including stunts, stroke variations, and

choreography; must be a strong swimmer and know basic strokes.

210 Swimming II - must be able to swim in deep water.

311 Advanced Life Saving* - for strong swimmers to qualify for Red Cross Advanced Life Saving Certificate.

312 Water Safety Instructor* - Prerequisite: current Red Cross Advanced Life Saving Certificate.

313 Synchronized Swimming II - Performing group; advanced skills with emphasis on show production. Prerequisite: PED 113 or equivalent plus audition.

### *Conditioning and Physical Fitness*

120 Conditioning - includes jogging and activities for muscle tone, weight, and figure control.

122 Aerobics - exercise to music.

123 Aerobics Activities - A combination of aerobic exercise, cycling, jogging, and swimming. *One credit hour.*

124 Weight Training - Omnikinetic (Hydra-fitness) weight lifting for muscle strength and endurance. *One credit hour.*

125 Aquatic Fitness - Exercise and swimming to music. *One credit hour.*

### *Equitation**

The equitation program offers instruction in balance seat. It helps to develop control of the horse and a firm riding seat. Skill for lifetime recreation is the aim of the instruction at all levels.

Advanced riders may arrange with the director of equitation to utilize Meredith facilities for their individualized needs. Boarding facilities are available for a fee (see page 31). Before being permitted to ride, a student must sign the release form available in the business office.

130 Equitation I (Beginner)

230 Equitation II - Prerequisite: PED 130 or equivalent.

330 Equitation III - Prerequisite: PED 230 or equivalent.

### *Individual Sports*

140 Archery

141 Badminton I (Beginner)

142 Bowling I* - (taught at Western Lanes).

143 Golf I*

144 Gymnastics I - must be able to do forward roll and support body weight on hands.

146 Tennis (Beginner)

147 Snow Skiiing* - taught between semesters (French Swiss Ski College, Boone, North Carolina.)

148 Racquet Ball I* - (taught at Highwoods)

149 Sailing I* - (taught at Meredith and Jordan Lake

241 Badminton II - Prerequisite: PED 141 or equivalent

242 Bowling II* - Prerequisite: PED 142 or equivalent

243 Golf II* - Prerequisite: PED 143 or equivalent.

244 Gymnastics II - Prerequisite: PED 144 or consent of instructor.

246 Tennis II - Prerequisite: PED 146 or equivalent.

248 Racquet Ball II* - Prerequisite: PED 148 or equivalent

346 Tennis III - Prerequisite: PED 246 or equivalent

### *Rhythmic Activities*

151 Ballet I

152 Folk and Square Dance

153 Modern Dance I

154 Modern Jazz I

157 Movement Improvisation

251 Ballet II and Pointe - prerequisite PED 151 or equivalent

253 Modern Dance II - Prerequisite: two semesters of PED 153 or equivalent

254 Modern Jazz II - Prerequisite: two semesters of PED 154 or equivalent

353 Dance Repertory Ensemble - By audition or invitation.

### *Team Sports*

161 Basketball

163 Softball

164 Volleyball

### *Intercollegiate Sports*

*(Membership on teams by try-outs)*

A physical examination immediately preceding sports season is required.

470 Golf

471 Basketball

474 Tennis

475 Volleyball

477 Softball

*Students who wish special, individual, or group study in health, physical education, or recreation should consult with the department head and arrange for it through the special studies options listed on page 75.*

*Students may elect courses through the Cooperating Raleigh Colleges.*

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**Special Fee.*

## HISTORY AND POLITICS

Professor F. Grubbs, *Head;* Professors Burris and Lemmon; Associate Professors Gates, C. Grubbs and Parramore; Assistant Professor Frazier.

The department offers a major in history, American civilization, international studies, and political studies.

The Department of History and Politics seeks to instill in its students a broad and analytical outlook essential for a truly educated and productive citizen. An understanding of the modern world and politics is a key element in departmental planning. Emphasis is placed on the content and the methodology of both history and politics. Students are exposed to historical research, evaluation of sources, and synthetic thinking. It is hoped that thereby, students will cultivate an informed attitude about today's problems and acquire the ability to be objective and discerning about the ideas and institutions of others.

### *Special Career Directions*

History and political studies majors may go into teaching, paralegal professions, law, state and federal service, business, public and social service jobs, archives and local history, foreign service, international studies, journalism and editing, plus numerous occupations supported by a wide knowledge of history and politics. The department has special career tracks and internships in vocational areas.

### *Advanced Placement*

The department offers advanced placement in American History 214, 215; Western Civilization 101, 102; Introduction to Non-Western Civilization 224; Politics 100.

### *Requirements for a Major in History*

A major in history consists of 30 hours, including nine hours in History 101 or 102, 214 or 215, 200 or 224. History 499 and a research experience of either History 334 or three term papers in courses numbered 300 is required of all majors. Major professor, Mr. Grubbs.

### *Requirements for a Major in American Civilization*

A major in American civilization consists of 36 hours, with a minimum of 18 hours in American history, including 334 and a seminar in history, and a minimum of 15 hours of courses related to the American experience selected in consultation with the major adviser from disciplines other than history.

Students planning to teach should also elect six hours chosen from European or Asian fields. Major professor, Mr. Grubbs.

## *Requirements for a Major in International Studies*

A major in international studies consists of 36 hours with a minimum of 18 hours in history, including 334, and 18 hours in related fields of business, economics, geography, and fine arts. Major professors, Mr. Grubbs and Mrs. Gates.

## *Requirements for a Major in Political Studies*

A major in political studies consists of 36 credit hours with a minimum of 18-21 hours in politics courses and 15-18 hours of related courses in fields such as history, sociology, economics, religion, philosophy and psychology. All politics majors are required to take Politics 100, 200 and 334. All politics majors are encouraged to take an internship. The choice of courses in related fields must be approved by the director of the political studies program, but History 214, 215 or 319 are strongly recommended. Major professor, Mr. Frazier.

## History

### 101 THE EMERGENCE OF WESTERN CIVILIZATION

The evolution of Western civilization from the ancient Greek, Roman, and Judaeo-Christian traditions, the Medieval synthesis of these traditions, and the rebirth of classicism during the Renaissance. The final evolution of these traditions through the commercial, religious, political, scientific, and industrial revolutions to 1750. *Credit, three hours.*

### 102 MODERN WESTERN CIVILIZATION

The rise of nationalism, romanticism, socialism, and science. The role of imperialism, Fascism, and Communism as challenges to traditional Western culture. The study of contemporary Western culture and its role in the modern world. *Credit, three hours.*

### 200 INTRODUCTION TO LATIN AMERICAN HISTORY

Course will include a study of the conquest, colonization, and independence; ending with the study of contemporary characteristics of the modern Latin American states. *Credit, three hours.*

### 214 AMERICAN HISTORY TO 1876

The emergence of the federal system, democracy, states' rights, nationalism, territorial expansion, slavery and civil war, reconstruction. *Credit, three hours.*

### 215 AMERICAN HISTORY SINCE 1876

The development of modern America. Emphasis on expansion, industrialism, urbanization, race relations, and the welfare state. *Credit, three hours.*

### 224 INTRODUCTION TO NON-WESTERN CIVILIZATION

A study of the traditions; attempts at modernization in the 19th century; and the contemporary scene in China, Japan, and to a lesser extent, India and selected areas in Africa. *Credit, three hours.*

### 231 AN INTRODUCTION TO MUSEUMS

A survey of types of services offered by historical museums, and the philosophy behind them. Visiting speakers and field trips. Prerequisite to a museum internship. Prerequisite: Three semester hours of history or by permission. *Credit, one hour.*

### 232 AN INTRODUCTION TO ARCHAEOLOGY AND RESTORATION

The general nature and tools of archaeology and its use in restoring historic sites and buildings. A prerequisite for internships in archaeology and historic sites. Prerequisite: Three semester hours of history or by permission. *Credit, one hour.*

### 233 RESEARCH IN LOCAL AND FAMILY RECORDS

Techniques of research in archival records for both the lay person and the prospective historian. Some emphasis on genealogy. Prerequisite: Three semester hours of history or by permission. *Credit, one hour.*

### 302 ENGLISH HISTORY SINCE 1066 A.D.

A general survey of the history of English from the Norman Conquest to the present. Emphasis on the development of English political institutions, literature, cultural, social, economic, political, and constitutional issues. *Credit, three hours.*

### 304 ANCIENT HISTORY

A study of the cultural and historical characteristics of the earliest civilizations, with special emphasis on the Greek and Roman contributions to subsequent civilizations. *Credit, three hours.*

### 306 THE SOVIET UNION IN THE TWENTIETH CENTURY

A study of the political, social, and cultural development of the Soviet Union since the 1917 Revolution, with special emphasis on its international role. *Credit, three hours.*

### 308 CONTEMPORARY EUROPE SINCE 1945

A comprehensive study of the European nations since the end of World War II. The course will explore the political, social, economic, and cultural characteristics of the nations. *Credit, three hours.*

### 309 AMERICAN BUSINESS HISTORY

The rise of the American Corporation through three industrial revolutions. Emphasis will be placed on the role of the Corporation in social, environmental, ethnic, and multinational areas. *Credit, three hours.*

### 310 MODERN CHINA

China in the 20th century with emphasis on traditional values in transition, the overthrow of the Manchus, the Republic, and the rise of communism; attention will be given to philosophy, literature, and the arts. *Credit, three hours.*

### 313 NINETEENTH CENTURY AMERICA

A study of the federal period and the social, political, military, and industrial developments in the 19th century. Southern contributions will be emphasized. *Credit, three hours.*

### 314 COLONIAL AMERICAN HISTORY

The colonial origins of American society, racial makeup, and Revolutionary period. *Credit, three hours.*

### 319 CONTEMPORARY AMERICAN HISTORY SINCE 1945

An in-depth study of the United States since 1945. Major emphasis on foreign relations, modern capitalism, civil rights, youth revolt, and democracy. *Credit, three hours.*

### 325 ASIAN CIVILIZATION

A multi-disciplinary course cooperatively taught by lecturers in economics, religion, geography, fine arts, and history with a view to gaining insights into dynamic changes taking place in countries with long continuous histories and rich cultural heritages. *Credit, three hours.*

### 333 HISTORY OF THE SOUTH

A study of those aspects of Southern experience which have made the South a unique region from its early settlement to the present; includes social, political, cultural, and economic developments. *Credit, three hours.*

### 334 METHODS OF HISTORICAL RESEARCH

Investigation of uses of manuscripts, public documents, and other types of primary source materials with Meredith library and other libraries in the area. Directed analysis and organization of materials to produce a major paper. Usually, majors only. *Credit, three hours.*

### 367 ARCHAEOLOGY AND THE ANCIENT NEAR EAST

See Religion 367 for description. *Credit, three hours.*

### 499 SENIOR SEMINAR

A study of historiography and a major theme in historical development. Recommended that students have had research experiences before registering. Usually, majors only. *Credit, three hours.*

### 520 HISTORY OF NORTH CAROLINA

A study of North Carolina from the colonial period to the present. Emphasis on the external forces which shaped the state and contributions to national history. *Credit, three hours.*

### SST 764 THE TEACHING OF SOCIAL STUDIES

Required for secondary teacher certification. May not count toward a major. Spring only. *Credit, three hours.*

## Politics

### 100 AMERICAN POLITICAL SYSTEM

An introduction to American government and politics with an emphasis on the basic constitutional structure of the government and on current political controversies. *Credit, three hours.*

### 200 PARTIES AND PRESSURE GROUPS

An introduction to the extra constitutional aspects of the American political system. Topics covered include parties, pressure groups, press, public opinion polls, voting behavior and political culture. Generally includes an intensive focus on current elections. *Credit, three hours.*

### 204 MODERN POLITICAL SYSTEM

An introduction to the theory and practice of government in major contrasting political systems. Liberal democratic, communist, and developmental systems are considered, with major focus on Great Britain, the USSR, and at least one developing nation. *Credit, three hours.*

### 301 THE CONSTITUTION AND THE RIGHTS OF AMERICANS

The law and practice of constitutional interpretation with a focus on civil liberties and the bill of rights. The case method and intensive discussion are used to introduce the process of legal reasoning and disciplined analytic thinking. *Credit, three hours.*

### 303 CONTEMPORARY AMERICAN POLITICS AND POLICY

A survey of current government policy in major issue areas and in depth study of current political controversies. Students are introduced to major sources of information about current affairs. *Credit, three hours.*

### 334 DIRECTED INDIVIDUAL RESEARCH

Required of all political studies majors. Capital City Semester students do their research as part of the total program. Other students may work out research proposals with the director of the political studies program. *Credit, three or four hours.*

### CAPITAL CITY SEMESTER

The Capital City Semester is an intensive program in North Carolina government and politics. The core of the program is the six hour North Carolina Politics Seminar (Politics 340). It may either be taken alone or combined with a research project (Politics 334) and/or an internship. Credit for the program can vary from 6 to 12 hours. It is offered in the spring semester of odd numbered years.

### 340 NORTH CAROLINA POLITICS SEMINAR (CAPITAL CITY SEMESTER)

An intensive survey of North Carolina government and politics keyed to issues before current sessions of the General Assembly. Participants generally meet downtown for seminar sessions with speakers who are involved in state government. The government of North Carolina is placed in a national context through a survey of government patterns in other states. Special research projects, field trips and individual observation projects are also part of this program. *Credit, six hours.*

### 350 SELECTED TOPICS IN POLITICAL STUDIES

Unitary or modular presentation of important topics related to politics and government. Possible inclusions would be: the politics of justice, political theory, the American presidency, the politics of social policies, and the politics of particular countries or world areas. May be taken on multiple occasions. *Credit, one to four hours.*

### 374 INTRODUCTION TO RESEARCH

See Sociology 374 for description. *Credit, three hours.*

### 375 INTRODUCTION TO RESEARCH LABORATORY

See Sociology 375 for description. *Credit, one hour.*

### COMMUNITY INTERNSHIP

Being located in the state capital makes a wide variety of internship opportunities available for politics students. In the past students have interned in state agencies, at the Supreme Court, with political campaigns, and the General Assembly, and with interest groups. All internships require the permission of the director of the Political Studies program. *Credit, one to four hours.*

*Courses are available through the Cooperating Raleigh Colleges in African, and Middle Eastern history, and in select topics in politics.*

*Students who wish advanced study or research in history or political science should consult the department head and arrange for it through the special studies options listed.*

# HOME ECONOMICS

Associate Professor Stuber, *Head*; Assistant Professor Goode; Instructors Cook, Friedrich, and Hicks.

The department offers a Bachelor of Science degree in home economics with concentrations in child development and family relations, clothing and fashion merchandising, consumer resource management, foods and nutrition, interior design and housing, and general home economics. Home economics majors may earn certification to teach in the public schools at the K-3, 4-9, or secondary levels. They may also complete a second major or minor in another department. Prospective majors should consult with the home economics department for specific course suggestions. Internships or field experience is highly recommended.

## *Requirements for a B.S. degree in Home Economics*

Candidates for the Bachelor of Science degree in home economics must take the following:

1. Thirty-six hours in home economics, including 335, 374, 227, 455, 499.
2. Eight hours in either biology or chemistry.
3. Specific requirements for a concentration in one of the six areas.

The *Child Development and Family Relations Concentration* focuses on the physical, social, emotional, and intellectual development of preschool children. It prepares students for careers in nursery schools, day care centers, private kindergartens, the public schools when combined with certification requirements, and the social services when combined with the social work major. Required courses: HEC 204, 205, 234, 336, 435; EDU 234, 455; PSY 100; and BUS 346. (BUS 346 is waived for students earning certification; EDU 234, 455, and BUS 346 are waived for students earning the social work major.)

The *Clothing and Fashion Merchandising Concentration* prepares students for professional careers in fashion retailing, buying, pattern design, and consumer services. Required courses: HEC 115, 213, 214, 314, 317, 418; BUS 330, 346, 366; ECO 210; and ART, six hours.

The *Consumer Resource Management Concentration* prepares students for careers in public housing and consumer services, utility companies, and regulatory agencies in government and business. Required courses: HEC 124, 245, 326, 355, 356, 418; ECO 210, 211; and six additional hours in business and economics.

The *Foods and Nutrition Concentration* is designed for students with interests in widely varying options. The (A) *Food Service Management Option* is available for students who are interested in careers in food service management in restaurants, hotels, country clubs, nursing homes, and related areas. The program emphasizes the planning, organization, and administration of food service programs. Required courses: HEC 124, 223, 224, 326, 327, 426; BUS 330, 346, 446; and ECO 210. The (B) *Nutrition Option* is available for students interested in careers in clinical dietetics. The following courses are required to meet the educational requirements for the American Dietetics Association Plan IV: HEC 124, 326, 327, 355, 426, 427, 428, 429, 764, 930; CHE 111, 141, 112, 142, 221, 241; MAT 110; BIO 101, 141, 102, 142, 323, 343, 334, 344, 436, 446; BUS 330, 346; ECO 210; PSY 100; SOC 230 or 260; SPE 225; and MAT 245 or PSY 200.

The *Interior Design and Housing Concentration* provides opportunities for students interested in residential, commercial, and visual design. Persons in the interior design and housing concentration are required to prepare a portfolio. Required courses: HEC 245, 246, 346, 418, 447, 448; ART 103, 240; BUS 346, 366; and ECO 210.

The *General Home Economics Concentration* is designed for students who are entering careers that call for a broad knowledge of all home economics areas. Students in this option are prepared for careers in utility companies, product and equipment promotion, government agencies, The Cooperative Extension Service, and adult education. When combined with the requirements for secondary certification, the student is qualified to teach consumer and homemaking education and occupational home economics at the secondary school level in North Carolina. Students who choose the general concentration must take at least one course in each of the five home economics content areas. Students who choose teacher certification should see the department for specific requirements.

## Child Development and Family Relations

### 204 DEVELOPMENTAL PSYCHOLOGY

See Psychology 204 for description. *Credit, three hours.*

### 205 THE PSYCHOLOGY OF EXCEPTIONAL INDIVIDUALS

See Psychology 205 for description. *Credit, three hours.*

### 234 THE PRESCHOOL CHILD

A study of the behavior and development of preschool children. Observation of and participation in the care and guidance of a group of preschool children at the Raleigh PreSchool. Emphasis on parent education. Two lectures and three hours of laboratory. *Credit, three hours.*

### 335 MARRIAGE AND FAMILY RELATIONSHIPS

A functional course designed to help the student achieve an understanding of personality backgrounds, processes of mate selection, courtship, and marital adjustment as related to successful marriage and family living. *Credit, three hours.*

### 336 PRESCHOOL ACTIVITIES AND ADMINISTRATION

A study of the principles and components of a creative preschool program which fosters the total development of the child. Emphasis on the administration of day care centers. Prerequisite: HEC 234. Two lectures and three laboratory hours per week. Offered spring semester. *Credit, three hours.*

### 435 INFANCY

A study of the development and care of the infant and toddler. Offered fall semester. Prerequisite: HEC 234. Two lectures and three hours of laboratory per week. *Credit, three hours.*

## Clothing and Fashion Merchandising

### 115 BEGINNING CLOTHING CONSTRUCTION

The practical application of basic construction techniques including principles of selection and experience in handling different types of fabrics and garments. Two lectures and four hours of laboratory. *Credit, three hours.*

### 213 CLOTHING AND PEOPLE

A study of the clothing behavior of people through the life cycle in relation to needs, values, interests, and self-concept. Offered alternate fall semesters. *Credit, three hours.*

### 214 APPAREL MERCHANDISING

Emphasis on the dynamics of fashion and the operations involved in the production and merchandising of apparel. Consideration of career opportunities within the fashion industry. Offered fall semester. *Credit, three hours.*

### 216 TAILORING

Advanced techniques in garment selection, fitting, and construction. Analysis of custom and fusible methods of tailoring. Prerequisite: HEC 115. One lecture and five hours of laboratory. Offered alternate fall semesters. *Credit, three hours.*

### 314 RETAIL MERCHANDISING

An in-depth investigation of the history of fashion, a study of designers, retailing, fashion terminology, and the future of the fashion industry. Prerequisite: HEC 214. Offered alternate spring semesters. *Credit, three hours.*

**317 APPAREL DESIGN**

Basic principles and methods used in garment structure and design with emphasis on flat pattern. Prerequisite: HEC 115. Offered alternate spring semesters. *Credit, three hours.*

**418 CONSUMER TEXTILES**

Consideration of textiles from raw materials through manufacturing and finishing of fabrics from the viewpoint of the consumer. Offered spring semester. *Credit, three hours.*

## Consumer Resource Management

**355 HOME MANAGEMENT RESOURCES**

The use of human and material resources to promote ndividual and family development. Emphasis on nanagement of resources including time, energy, noney, and materials. Offered fall semester. *Credit, wo hours.*

**356 CONSUMER HOUSEHOLD EQUIPMENT**

The selection, care, and use of common types of ousehold equipment. Offered spring semester. *Credit, hree hours.*

**374 CONSUMER ECONOMICS**

See Economics 374. *Credit, three hours.*

**455 HOME MANAGEMENT RESIDENCE**

Residence in the Ellen Brewer House. Suggested rerequisites: HEC 326 and 355. *Credit, three hours.*

## Foods and Nutrition

**124 INTRODUCTORY FOODS AND COOKERY**

Food selection and preparation. Two lectures and our hours of laboratory. *Credit, three hours.*

**222 FOOD CONSERVATION**

Comparative study of principles and processes nderlying the preservation of food products, mphasizing the application of the fundamental sciences nd recent developments. Offered as needed. rerequisite: HEC 124. *Credit, one hour.*

**223 CATERING**

Food preparation and techniques for special social ccasions. Offered as needed. *Credit, one hour.*

**224 CULTURAL FOODS**

A study of food and food customs of selected ultures. Offered as needed. Prerequisite: HEC 124. *redit, one hour.*

**227 NUTRITION**

Elementary principles of nutrition with practical pplication in planning diets for normal families. *redit, three hours.*

**326 MEAL MANAGEMENT**

A course designed to apply the principles of nutrition nd cookery to the planning, preparation, and service f meals of various types and costs, with special mphasis on consumer buying practices and their relation to the food budget. Prerequisite: Home Economics 124. Two lectures and four hours of laboratory. *Credit, two hours.*

**327 FOOD SERVICE MANAGEMENT**

Management in quantity food production by standard methods of food preparation, merchandising, food cost control, equipment care and sanitation, food service personnel management. Offered fall semester. Prerequisite: HEC 124. *Credit, three hours.*

**426 FOOD SERVICE EQUIPMENT**

A study of the selection, operation, care and arrangement of equipment in a food service facility. Offered alternate spring semesters. *Credit, one hour.*

**427 EXPERIMENTAL FOOD STUDY**

A study of food with emphasis on composition, physical and chemical changes, quality and acceptability. Prerequisite: HEC 124, 326, BIO 436, 446. *Credit, three hours.*

**428 ADVANCED NUTRITION**

A study of food nutrients, through digestion, absorption, and cellular metabolism. Offered fall semester. Prerequisites: CHE 111, 112; BIO 101, 102 and HEC 427. *Credit, three hours.*

**429 DIET THERAPY**

Clinical aspects of nutrition. A study of the use of modified diets to treat disease and psychological disorders. Laboratory exercises in dietetics and nutrition. Offered spring semester. Prerequisites: HEC 227, 428; CHE 111, 112; BIO 101, 102, and 436. *Credit, three hours.*

## Interior Design and Housing

**245 HOUSING**

Study of the psychological, physiological, and social aspects of environment within and outside the dwelling. Study of needs of aged and handicapped. Study of floor plans, residential construction, legal and financial aspects, and site selection and landscaping. Government policies influencing housing: zoning codes. Offered fall semester. *Credit, three hours.*

**246 HOME FURNISHINGS MATERIALS**

An in-depth study of textiles in home furnishings, wood furniture, and crafts and budget decorating. Opportunity to develop skill in designing window treatments, upholstering simple furniture, refinishing wood furniture, and designing quality crafts for the home. *Credit, three hours.*

**346 INTERIOR DESIGN I**

An exploration of the basic principles and skills of interior design. Includes the application of color dynamics, basic principles of design, a summary of significant architectural and interior design statements, and a consumer's guide to buying interior furnishings and accessories. Students will design a simple residence.

Studio problems in interior design. Six hours a week. Also offered as Art 346. *Credit, three hours.*

447 COMMERCIAL DESIGN

The execution of creative solutions for commercial and institutional interior design problems. In-depth study of interior and exterior lighting solutions. Introduction to interior design profession. Development of portfolio. Prerequisite: HEC 346 and ART 103. Offered spring semester. Also offered as ART 447. *Credit, three hours.*

448 RESIDENTIAL DESIGN

The fundamental executions in design of residential spaces, and studio design problems. A study of interior furnishings of selected periods throughout history. Investigation of business, legal, and ethical aspects of professional practice in residential interior design. Offered fall semester. Also offered as ART 448. Prerequisite: HEC 346. *Credit, three hours.*

### Seminar

499 SENIOR SEMINAR

History, philosophy, and current trends in home economics. Offered fall semester only. Pass-fail grading only. *Credit, one hour.*

### Education

764 METHODS OF TEACHING HOME ECONOMICS

Practical experience in lesson planning using a variety of techniques including demonstrations, games, visual aids, feltboards, bulletin boards, and displays. Recommended for all majors. Required for secondary education majors. May not be counted toward a major. Offered spring semester only. *Credit, three hours.*

765 OCCUPATIONAL HOME ECONOMICS

A survey of the curriculum for secondary home economics education (Consumer and Homemaking and Occupational Home Economics). Includes a study of program organization, needs assessment, advisory committees, curriculum development, vocational student organizations, and legislation. Includes field experience. Offered fall semester. *Credit, two hours.*

930 INTERNSHIP

Supervised professional experience in selected commercial or industrial organizations, public or private agencies, in accordance with major course of study of the student. *Credit, one to three hours.*

*Students who wish advanced study in home economics should consult with the department head and arrange for it through the special studies options listed on page 75.*

## MATHEMATICAL SCIENCES

Professor Wheeler, *Head*; Professor Davis; Associate Professors Kraines and Preston; Assistant Professor Bouknight; Instructors Helms, Sullivan, and Taylor.

The department offers a wide variety of options to the Meredith student. Several introductory courses are available to satisfy the general education needs of the student, a minor program can be designed in either mathematics or computer science to complement the rest of a student's program, and one of three majors can be obtained.

The major in mathematics for the B.A. degree is designed to allow maximum flexibility for a major in mathematics. It is a good option for a student treating mathematics as a second major. The requirements for this major provide adequate preparation for a prospective teacher of mathematics. The major in mathematics for the B.S. degree has more specific requirements than does the major for the B.A. In addition to requiring more mathematics, it reflects the department's belief that every mathematics major should develop some expertise in a related area outside of mathematics. The interdisciplinary mathematics/computer science major for the B.S. degree is directed toward those students who wish a dual focus in their studies in the mathematical sciences.

### *Requirements for Majors*

### CORE CURRICULUM

1. MAT 211, 212, 220, 250, 313
2. At least one course chosen from MAT 321, 415, 425 or 434

### BACHELOR OF ARTS — Mathematics

1. Core Curriculum
2. At least 26 hours in mathematics courses numbered 200 or above.

### BACHELOR OF SCIENCE — Mathematics

1. Core curriculum, MAT 410, and a second course chosen from MAT 321, 415, 425 or 434.
2. At least 32 hours in mathematics courses numbered 200 or above.
3. CSC 201
4. One of the sequences CHE 111-112 or PHY 211-212.
5. At least 12 semester hours in one of the following related areas: biology, business and economics, chemistry and physics, or computer science.

### BACHELOR OF SCIENCE — Mathematics/Computer Science

1. Core curriculum plus MAT 360
2. At least 26 hours in mathematics courses numbered 200 or above

3. At least 15 hours in computer science courses numbered 200 or above including CSC 201, 222, 301 and 321.
4. At least 44 hours in mathematics and computer science courses numbered 200 or above.

## *Special Programs*

A student may combine liberal arts study at Meredith with specialized work at North Carolina State University through a cooperative arrangement. The programs are individually designed by faculty advisers from each campus with approval of the respective academic deans. A program may result in a second degree from North Carolina State University in addition to the degree from Meredith. Through such programs, Meredith students have obtained degrees or concentrations in engineering, computer science, and biomathematics.

Under the auspices of the Cooperating Raleigh Colleges program, the work done at North Carolina State University may begin as early as the sophomore year with as many as three courses per year available.

## *Requirements for Certification*

Early childhood certification: MAT 100

Intermediate certification: MAT 100 (three additional hours in mathematics are recommended)

Secondary certification (in area other than mathematics): any three hours of mathematics

Secondary certification in mathematics: at least 30 hours in mathematics courses including 100 level mathematics courses that must include MAT 334 and MAT 340. In addition, at least three hours in computer science are required.

## *Credit Testing in Mathematics*

Each year during freshman orientation the department gives tests in algebra, trigonometry, and introductory calculus. If satisfactory scores are attained, credit will be given for the appropriate courses. Also, any student enrolled in an Advanced Placement calculus in her senior year in high school may request placement in MAT 212 with credit for MAT 211 upon presentation of satisfactory scores on the proper examination.

## *Curriculum*

### Introductory College Mathematics

These courses introduce students to mathematical thinking at the college level, satisfy general studies requirements, satisfy degree and certification requirements in several areas, and, in the case of MAT 110, prepare the student for specific upper level courses in mathematics.

**100 FUNDAMENTAL CONCEPTS OF MATHEMATICS**

Includes set theory, the metric system, numeration systems, abstract mathematical systems, metric and non-metric geometry, elementary number theory, elementary algebra, and the development of the real number system. *Credit, three hours.*

**110 ELEMENTARY FUNCTIONS**

Includes the definition of function and the algebra of functions, polynomial and rational functions, exponential functions, logarithmic functions, trigonometric functions, and functions of two variables. The course builds on the algebra and geometric concepts taught in high school. *Credit, three hours.*

**120 FINITE MATHEMATICS**

A study of enumeration (counting), probability, computational linear algebra, and linear programming with applications of these topics in a variety of areas. *Credit, three hours.*

### Analysis

**211 CALCULUS I**

Introduces the ideas of limits, derivatives and integrals with their principal interpretations and applications. Prerequisite: Mathematics 110 or placement. *Credit, four hours.*

**212 CALCULUS II**

A continuation of the calculus of functions of one variable. Prerequisite: Mathematics 211. *Credit, three hours.*

**313 CALCULUS III**

A continuation of 212 with a focus on the theory and techniques of multivariable calculus. Prerequisite: Mathematics 212. *Credit, three hours.*

**354 INTRODUCTION TO DIFFERENTIAL EQUATIONS**

Includes first order equations, linear equations of higher order, Laplace transforms, series solutions, and their applications. Prerequisite: Mathematics 212. *Credit, three hours.*

**410 ADVANCED CALCULUS I**

In depth examination of concepts and algorithms of single variable and/or multivariable calculus. Prerequsite: Mathematics 313. *Credit, three hours.*

**415 TOPICS IN ANALYSIS**

Topics chosen from among the areas of complex variables, real analysis, or advanced calculus. *Credit, three hours.*

## Algebra

### 220 LINEAR ALGEBRA

A study of vector spaces, linear transformations, matrices, determinants and their applications. Prerequisite: Mathematics 211. *Credit, three hours.*

### 321 MODERN ABSTRACT ALGEBRA

A study of general algebraic systems beginning with the set and proceeding through groups, rings, and fields. Prerequisite: junior standing. *Credit, three hours.*

### 425 TOPICS IN ALGEBRA

Topics chosen from the areas of advanced linear algebra, number theory or abstract algebra. *Credit, three hours.*

## Geometry

### 334 MODERN COLLEGE GEOMETRY

A study of geometry which emphasizes Euclidean and introduces hyperbolic, elliptic, and transformational geometries. Prerequisite: four semesters of math above 100 level. *Credit, three hours.*

### 434 TOPICS IN GEOMETRY AND TOPOLOGY

Topics chosen from the areas of geometry or topology. *Credit, three hours.*

## Probability and Statistics

### 245 BASIC STATISTICS

A general introduction to descriptive and inferential statistics for the non-math major. Includes elementary probability, distributions, estimation of population parameters, confidence intervals, hypothesis testing, analysis of variance, correlation, and regression. Credit will not be allowed for both Mathematics 245 and Psychology 200. *Credit, three hours.*

### 340 INTRODUCTION TO PROBABILITY

A study of probability as a mathematical system. Includes random variables and their distributions, limit theories, and topics in statistical inference. Prerequisite: Mathematics 211. Offered fall semester only. *Credit, three hours.*

### 341 ADVANCED PROBABILITY AND STATISTICS

A study of statistical theory and inference from data. Includes estimation, decision theory, testing relationships in a set of random variables. Prerequisite: Mathematics 340. Offered spring semester only. *Credit, three hours.*

## Miscellaneous

### 250 AN INTRODUCTION TO MATHEMATICAL REASONING

A study of logic, sets, and the techniques of mathematical proof. Students will be actively involved in the construction and exposition of correct mathematical proofs. *Credit, one hour.*

### 360 TOPICS IN COMPUTATIONAL MATHEMATICS

Topics from the areas of numerical analysis, combinatorial mathematics, graph theory or mathematical modeling. *Credit, three hours.*

### 764 METHODS OF TEACHING SECONDARY MATHEMATICS

May not be counted toward a major. *Credit, three hours.*

## Computer Science

Courses with a CSC prefix do not apply toward the mathematics general education requirements. However, such courses are complementary to any quantitatively oriented program.

### CSC 100 INTRODUCTION TO COMPUTING

A study of the capabilities and limitations of the computer including its impact on society. A simple theoretical computer gives the student insight into computer design. Flow charting is used to study the design of algorithms. Several simple computer programs are written from the flow charts and run on the computer. *Credit, two hours.*

### CSC 101 INTRODUCTION TO A LANGUAGE

A study of a specific computer language. Prerequisite: CSC 100. *Credit, one hour.*

### CSC 201 COMPUTER PROGRAMMING

An introductory course in problem solving on the computer. The student will learn program design and program implementation in a structured programming language. Prerequisite: MAT 211. *Credit, three hours.*

### CSC 211 COBOL PROGRAMMING

Introduction to programming in the Cobol language. Prerequisite: Three hours of computer science. *Credit: Three hours.*

### CSC 212 ADVANCED PROGRAMMING

An intermediate level programming course with goals of continuing development of discipline in program design and in debugging and testing larger programs. Prerequisite: Either CSC 201 or 211, depending on the language used. *Credit: Three hours.*

### CSC 222 INTRODUCTION TO COMPUTER SYSTEMS

Provides the basic concepts of computer systems, introduces computer architecture and teaches an assembly language. Prerequisite: CSC 201. *Credit: Three hours.*

### CSC 301 INTRODUCTION TO DATA STRUCTURES

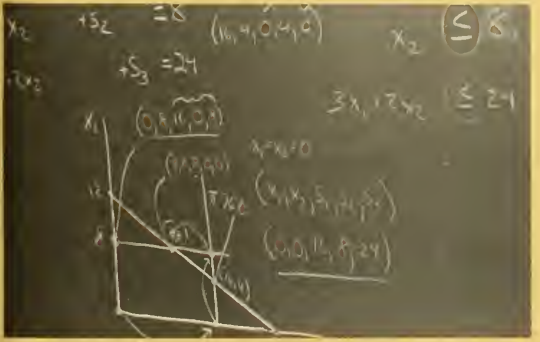
Discusses a number of the fundamental data structures such as linear lists, stacks, linked lists, and trees as well as common algorithms used in acting on these data structures. Prerequisite: CSC 222. *Credit, three hours.*

### CSC 321 TOPICS IN COMPUTING SCIENCE

A junior-senior level topic in computer science. Prerequisite: CSC 222. *Credit: Three hours.*

Courses are also available at North Carolina State University under the interinstitutional cooperation plan in all of the mathematical sciences.

Students who wish advanced study and research in mathematics should consult with the departmental head and arrange for it through the special studies options listed on page 75.



# MUSIC AND THE PERFORMING ARTS

Professor David Lynch, *Head*; Associate Professors Clyburn and Vaglio; Assistant Professors Burt, Fogle, Garriss, Haeseler and McCachern; Instructor Wharton; Special Instructors Adam, Adams, Cutchin, Daugherty, Downward, Farrington, Goode, Halbeck, Hawkins, Hudson, Kelly, S. Lohr, T. Lohr, Lorek, M. Lynch, H. Partridge, M. Partridge, Powers, Reinoso, Riva-Palacio, Southwick, Stoughton, Whitlow, Windham, and Witt; Paul Gabriel, Light and Sound Technician.

## *Purpose*

The study of music, theatre, and speech at Meredith has a twofold emphasis: (1) the importance of the performing arts as basic components of a liberal arts education, available to all students; (2) professional training of the highest calibre for students who plan to pursue careers in the performing arts.

The student who chooses a major or a concentration in performing arts courses will be prepared to pursue a variety of careers: as a teacher, a performer, an actor, a director, a technician, a manager, a business person, all directly related to the performing arts; or she may choose a career in a different field, in which the disciplines learned in the arts will give her a distinct advantage in mastering other skills.

## *Areas of Concentration*

The department offers the following major programs: Bachelor of Arts in music, musical theatre, or theatre; Bachelor of Music in applied music, music education, or piano pedagogy.

A Certificate in Church Music may be earned in conjunction with any of the undergraduate majors in music. Minors are available in music, musical theatre, and theatre. Additional concentrations may be developed upon request of students with special areas of interest, either within the department or on an interdisciplinary basis.

The Master of Music in performance and pedagogy is also offered. Information is available in the department or in the Registar's Office.

## *Audition and Interview*

Because of the highly personal nature of the performing arts, it is important that students who are interested in majoring in music or theatre come to the campus for an interview with members of the faculty.

An audition at the same time is beneficial for determination of background, special interests, and potential. An audition is prerequisite for admission into a major program and for scholarship consideration, and sometimes, through not always, for admission to the college itself. In cases where distance prohibits a personal visit, a tape recording may be sent in lieu of a personal audition.

## *Requirements for a Major*

## BACHELOR OF ARTS

### 1. Major in Music

The Bachelor of Arts in music is intended for the student who wishes music to be part of a total liberal arts program or for the student who may wish to do graduate study in musicology, music history, or composition. Some students pursuing the B.A. in music also obtain the early childhood teaching certificates; some, a second major in another subject (such as religion, psychology, business, mathematics) to prepare for careers which provide the opportunity to use a variety of disciplines.

The Bachelor of Arts in music requires at least 48 hours in music, as follows:

| | |
|---|---|
| Music courses | 32 |
| Theory 100, 101, 202, 203 | 12 |
| Ear-Training 150, 151, 252, 253 | 4 |
| Keyboard 140, 141, 242, 243 | 4 |
| Music Literature 215 | 2 |
| Music History 310, 311, 312, 313 | 8 |
| Seminar in Music Literature 494 | 2 |
| Applied music and electives | 16 |
| Minimum in applied music | 8 |
| Graduation recital 490 | 1 |
| Electives in music | 7 |

### 2. Major in Theatre

The Bachelor of Arts in theatre is designed to introduce the student to the discipline of theatre and to prepare her for further work and study in theatre. It may easily be combined with a second major in any other subject. It is interdisciplinary in nature, and it places an emphasis on the practical and theoretical aspects of stage performance and support services.

The Bachelor of Arts in theatre requires at least 24 hours in theatre and 6 hours in speech, as follows:

| | |
|---|---|
| Theatre courses | 24 |
| Theatre 214, 124, 315, 427, 245 | 14 |
| Practica 240 | 6 |
| (to include at least one of each of the following: stage management, business management, costume construction, set construction, performance) | |
| Project 940 (area of specialization) | 1 |
| Electives in theatre | 3 |
| Speech courses (guided electives) | 6 |

Also required is the following related course:

| | |
|---|---|
| Home Economics 115 (Beginning Clothing Construction) | 3 |

### 3. Major in Musical Theatre

The Bachelor of Arts in musical theatre adds the dimension of music to that of theatre, and prepares the student for further work in musical theatre. It is also interdisciplinary in nature, and combines easily with a second major in another subject. Its requirements are listed below.

| | |
|---|---|
| Theatre courses | 24 |
| Theatre 214, 124, 224, 315, 245, 494 | 17 |
| Practica 240 | 6 |
| (to include at least one of each of the following: stage management, business management, costume construction, set construction, performance) | |
| Project 940 (area of specialization) | 1 |
| Electives in theatre | 3 |
| Speech courses (guided electives) | 6 |
| Music courses | 15 |
| Music 100, 150, 151, 215 | 7 |
| Voice | 6 |
| Piano | 2 |

Also required are the following related courses:

| | |
|---|---|
| Home Economics 115 (Beginning Clothing Construction) | 3 |
| Dance courses (activity courses) | 3 |

## BACHELOR OF MUSIC

The four-year Bachelor of Music degree with a major in music education, applied music, or piano pedagogy seeks to produce competent, practical musicians who are well versed in the liberal arts.

The major in music education leads to a K-12 public school teaching certificate in music, and it also prepares a student for private school teaching, church music, performance, and, after graduate work, college teaching. A major in piano pedagogy prepares the studio piano teacher who will teach students of all ages and abilities in individual or group lessons. The study of music in all of the programs, including the B.A. in music, may also prepare the student for specialized study leading to music library certification and for various types of work related to the music industry.

Requirements for the degree are outlined below.

### Major in Applied Music

| | |
|---|---|
| LIBERAL ARTS AND SCIENCES | 42 |
| English composition | 3 |
| Major British writers | 3 |
| Foreign language | 6-12 |
| (Students will be placed at the appropriate level by the foreign languages department. Voice majors will be required to | |

| | |
|---|---|
| demonstrate a proficiency comparable to that attained by the end of the first college year in two of the following languages: French, German, Italian.) | |
| Religion | 6 |
| (A six-hour introduction to the Old and New Testaments *or* a three-hour introduction to Biblical literature and one advanced three-hour course) | |
| Social and behavior sciences | 6 |
| A. History of Western Civilization | 3 |
| B. Select a course from the following categories: economics, human geography, politics, psychology, sociology, and anthropology | 3 |
| Mathematics and natural sciences | 3-4 |
| (Select one course from the following categories: biology, chemistry, mathematics, physical geography, physics) | |
| Health and physical education | 4 |
| (Choose four activity courses, or two activity courses and a two-hour course in health or first aid) | |
| Electives in liberal arts and sciences | 4-11 |
| MUSIC COURSES | 82 |

1. Major in keyboard or instrument

| | |
|---|---|
| Theory 100, 101, 202, 203 | 12 |
| Ear-Training 150, 151, 252, 253 | 4 |
| Keyboard 140, 141, 242, 243 | 4 |
| Music Literature 215 | 2 |
| Music History 310, 311, 312, 313 | 8 |
| Pedagogy 220, 322 | 4 |
| Seminar in Music Literature 494 | 2 |
| Seminar in Theory 394 | 2 |
| Literature of Applied Music 314 | 2 |
| Principal applied study | 24 |
| Secondary applied stud(y)(ies) | 4 |
| Junior Recital 390 | 1 |
| Graduation Recital 490 | 1 |
| Keyboard proficiency | |
| Music electives | 12 |
| Organ Majors must take Advanced Keyboard 340 | |

2. Major in voice

| | |
|---|---|
| Theory 100, 101, 202, 203 | 12 |
| Ear-Training 150, 151, 252, 253 | 4 |
| Keyboard 140, 141, 242, 243 | 4 |
| Music Literature 215 | 2 |
| Music History 310, 311, 312, 313 | 8 |
| Pedagogy 220 | 2 |
| Phonetics 256, 257 | 2 |
| Seminar in Music Literature 494 | 2 |
| Seminar in Theory 394 | 2 |
| Literature of Applied Music 314 | 2 |
| Voice | 24 |
| Secondary applied study(ies) | 4 |
| Junior Recital 390 | 1 |
| Graduation Recital 490 | 1 |
| Keyboard proficiency | |
| Music electives | 12 |

### Major in Piano Pedagogy

| | |
|---|---|
| LIBERAL ARTS AND SCIENCES | 42 |
| (See Liberal Arts and Sciences requirements for Bachelor of Music, Major in Applied Music) | |
| MUSIC COURSES | 82 |
| Theory 100, 101, 202, 203 | 12 |
| Keyboard 140, 141, 242, 243 | 4 |
| Ear-Training 150, 151, 252, 254 | 4 |
| Music Literature 215 | 2 |
| Music History 310, 311, 312, 313 | 8 |
| Literature of Applied Music 314 | 2 |
| Principal applied study (piano) | 22 |
| Secondary applied stud(y) (ies) | 4 |
| Pedagogy 220, 321, 322, 423, 424, 425 | 11 |
| Lecture-recital or workshop 391 | 1 |
| Graduation Recital 490 | 1 |
| Electives in music | 11 |

### Major in Music Education

| | |
|---|---|
| LIBERAL ARTS AND SCIENCES | 42 |
| English Composition | 3 |
| Major British Writers | 3 |
| Foreign language | 6 |
| (Students will be placed at the appropriate level by the Department of Foreign language.) | |
| Religion | 6 |
| (A six-hour introduction to the Old and New Testament *or* a three-hour introduction to Biblical literature and one advanced three-hour course) | |
| Social and behavior sciences | 6 |
| A. History of Western Civilization | 3 |
| B. Select a course from the following categories: economics, human geography, politics, sociology and anthropology | 3 |
| Mathematics and natural sciences | 6-7 |
| Mathematics | 3 |
| Natural science | 3-4 |
| (Select from one of the following categories: biology, chemistry, physical geography, physics) | |
| Health and physical education | 4 |
| (Choose four activity courses, or two activity courses and a two-hour course in health or first aid) | |
| Electives in liberal arts and sciences | 7-8 |

| | |
|---|---|
| MUSIC AND PROFESSIONAL EDUCATION | 82 |
| Theory 100, 101, 202, 203 | 12 |
| Ear-Training 150, 151, 252, 253 | 4 |
| Keyboard 140, 141, 242, 243 | 4 |
| Music Literature 215 | 2 |
| Music History 310, 311, 312, 313 | 8 |
| Winds and Percussions 070 | 4 |
| String Instruments 060 | 2 |
| Guitar Lab 068c | 1 |
| Instruments 304 | 1 |
| Choral Arranging 308 | 2 |
| Conducting 300, 301 | 4 |
| Principal applied study | 14 |
| Secondary applied study (ies) | 3 |
| Students whose principal applied study is not voice should take 3 hours of voice as secondary applied or elective. | |
| Graduation Recital 490 | 1 |
| Keyboard proficiency | |
| EDUCATION, METHODS, AND ELECTIVE COURSES | |
| Materials and Methods Elementary 720 | 2 |
| Materials and Methods Middle 721 | 2 |
| Materials and Methods Secondary 722 | 2 |
| Educational Psychology 234 | 3 |
| Education course according to needs of student | 3 |
| Student Teaching 439 (Block) | 6 |
| Electives in music, professional education, or psychology | 0-2 |
| Reading (Education 344 or 471) | 1-3 |

## Certificate in Church Music

Students interested in church music are encouraged to earn this certificate. The candidate must complete one of the four major undergraduate degree programs in music, including the following specific requirements:

| | |
|---|---|
| Conducting 300, 301 | 4 |
| Church Music 395, 396, 397 | 6 |
| Field Work 934 | 4 |
| Religion | 12 |
| (In addition to the six-hour religion requirement for all degrees, choose six additional hours. The following are recommended: Religion 381, 382, 384, 389) | |
| Applied Music | 18-28 |
| Principal applied | 14-24 |
| (Organ, voice or piano) Complete 300 level | |
| Secondary applieds | 4 |
| At least two semesters at 100 level in two of the following (other than principal applied): organ, piano, voice | |
| Graduation Recital 490 | 1 |

Ensembles must include the following experiences:

| | |
|---|---|
| Choral ensembles | 4 semesters |
| Handbells | 2 semesters |
| Accompanying | 2 semesters |
| (Students whose principal applied is organ or piano) | |

## MASTER OF MUSIC

The Master of Music in performance and pedagogy includes in-depth work in performance, pedagogy, music literature, theory, and research, to produce studio and college teachers well grounded in all aspects of their principal applied area. Requirements for the degree are outlined in a separate publication which may be obtained from the department or the registrar.

### Preparatory Division

Through the School of Music, the department provides instruction in applied music, theory, and music appreciation to non-credit students of all ages within the Raleigh area. Both faculty members and advanced pedagogy students teach in the School of Music program. Registration is on a semester-to-semester basis. An audition is required for admission; continuation from one semester to another is contingent upon satisfactory progress.

### Facilities

BUILDINGS: Instruction in the performing arts takes place in the Harriet Mardre Wainwright Music Building, completed in 1977, in adjacent Jones Hall, constructed in 1950 and renovated as a fine arts center in 1978, and in Christina and Seby Jones Chapel, completed in 1982. The principal performing spaces include Jones Auditorium (theatre, organ recitals, dance), Clara Carswell Concert Hall (recitals and concerts), the Studio Theatre (more intimate performances and rehearsals), and Jones Chapel (organ and choral performances). Teaching and practice space includes three large classrooms, two seminar rooms, a rehearsal hall, a scene shop, an electronic studio, two recording studios, 24 faculty offices and studios, and 30 practice rooms.

EQUIPMENT: A large inventory of equipment is available for effective teaching and learning. Musical instruments include about 20 grand pianos, 45 upright pianos, two concert organs (a 1970 3-manual Austin in Jones Auditorium and a 1983 2-manual mechanical action Andover in Jones Chapel), four studio and practice organs (two Holtkamps, a Ryan tracker, and a Wicks), an electronic piano laboratory, and a collection of orchestral instruments. Electronic equipment includes a complete electronic music laboratory, including a synthesizer; numerous recording and playback instruments, both tape and disc; and a computer.

Students and faculty have access to videotaping equipment, and plans are underway to locate a videotaping center in the performing arts complex. The theatre possesses excellent lighting, sound, and stage machine systems, making it one of best-equipped theatrical facilities in the area.

LIBRARY: A fine collection of books, reference works, and periodicals on performing arts is located in the Carlyle Campbell Library. In addition, the Music Library, located in the Harriet Mardre Wainwright Music Building, contains a number of scores, including several complete editions, over 3,500 recordings, and several courses of programmed instruction on tapes and computer discettes.

### Performances

Each year Meredith brings to the campus distinguished performers and lecturers for public performances and special instruction to students. In addition, a large number of artists, ensembles, orchestras, and touring companies perform in Raleigh under sponsorship of local series. Among the series available to Meredith Students are the Friends of the College, Stewart Theatre, the Chamber Music Guild, North Carolina Symphony, Raleigh Little Theatre, and the National Opera Company. Members of the Meredith faculty are active as performers. Students themselves, of course, provide the greatest number of musical and theatrical programs.

It is essential that music students experience as large and varied a selection of performances as possible. All undergraduate music and theatre majors are expected to attend at least 15 programs per semester, selected in consultation with their instructors, from the large number of performances available on campus and in the Raleigh area. In addition, music majors are required to attend all Thursday student recitals. Regular attendance at public performances is as much a part of the learning experience as lessons, literature, history, and other classes.

## *Specific Requirements for Music Majors*

### Performance Requirements

Performance is at the core of the music curriculum. Every musician performs regularly —whether on stage, in church, in the classroom, or in the studio— in every way that she puts into action her musical training. Consequently, a great deal of emphasis is placed upon developing skills of performance.

Specifically, the following minimum requirements apply: Bachelor of Arts music majors and Bachelor of Music music education majors perform at least once each year in student recitals and present a partial graduation recital. Applied music majors and piano pedagogy majors in the Bachelor of Music program perform at least twice each year (except in the freshman year, when they perform once) in student recitals and present a partial junior recital (lecture-recital for piano pedagogy majors) and a full graduation recital. Master of Music candidates normally will perform at least once each semester on Student Recital, and will give a lecture-recital and a graduate recital.

Performances in recitals and jury examinations each semester in all applied music courses are normally given from memory.

Students taking part in any public performances, on or off campus, should consult with their respective principal applied teachers in advance.

### Keyboard Proficiency

All students in the Bachelor of Music degree program must pass an examination designed to include basic aspects of practical musicianship needed to be effective in both classroom and studio situations (at the level of Piano 144). Music education majors must pass keyboard proficiency before student teaching. The examination includes prepared performance of national songs, cadences, scales, arpeggios, harmonization, transposition, and sight-reading.

All students in the Bachelor of Music degree program must complete at least one semester of Piano 144.

### Student Recitals

Varied student recital programs and departmental convocations are held Thursday afternoons. All students majoring in music are required to attend.

## *Courses in Music*

### Theory

**100, 101 ELEMENTARY THEORY**

Introduction to the theory of music; fundamental aspects of melody and harmony in Western music explored in detail. Emphasis on rhythm and meter, notation, tonality, triads, melodic writing and analysis, modulation, two-, three-, and four-voice writing, and functional harmony through dominant seventh chords. Prerequisite: Theory 100 before 101. Corequisite: Ear-Training 150, 151. Three class hours weekly. *Credit, three hours each semester.*

**140, 141, ELEMENTARY KEYBOARD**

Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transposition of melodic stressing interval relationships and using basic accompanying patterns in improvisation. Sight-reading. Prerequisite: 140 before 141. *Credit, one hour each semester.*

### 150, 151 ELEMENTARY EAR-TRAINING

Introduction to sight-singing and ear-training through the basic elements of intervallic relationships, rhythm, and chord structure. The course is designed to enhance a theoretical understanding of melodic, rhythmic, and harmonic movement. Use of listening and computer labs to drill practical skills. Prerequisite: 150 before 151. Corequisite: Theory 100, 101. Two class hours weekly. *Credit, one hour each semester.*

### 202, 203 ADVANCED THEORY

Review and continuation of functional harmony. Seventh, ninth, 11th chords. Study of form, analysis, counterpoint, 20th centery techniques. Harmonic dictation. Prerequisites: Theory 101 before 202, 202 before 203. Corequisites: Ear-Training 252, 253. *Credit, three hours each semester.*

### 242, 243 INTERMEDIATE KEYBOARD

Reinforcement at the keyboard of harmonic vocabulary associated with Theory 202, 203. Emphasis on four-part texture, with controlled voice leading, through realization of abstract harmonic settings, figured bass and melody accompaniment. Development of basic functional skills, such as harmonization and improvisation of melody, score reading, sight-reading and transposition. Prerequisite: Keyboard 141 before 242, 242 before 243. *Credit, one hour each semester.*

### 252, 253 INTERMEDIATE EAR-TRAINING

Continued development of sight-singing and ear-training skills begun in Ear-Training 150, 151. Prerequisite: Ear-Training 151 before 252, 252 before 253. Corequisite: Theory 202, 203. Two class hours weekly. *Credit, one hour each semester.*

### 304 INSTRUMENTATION

A study of the ranges, qualities, and limitations of orchestral and band instruments. Emphasis is placed upon the distribution of parts to instruments within each choir and discussion of solo and accompanying qualities of the various instruments. Arranging for small groups is included as time permits. Prerequisite: Theory 202. *Credit, one hour.*

### 308 CHORAL ARRANGING

Sung melody and the manner in which it may be arranged, beginning with plainsong and progressing through the 20th century. Emphasis upon counterpoint, voicings, form, function, and accompanying instruments in arranging music for two, three, and four or more voice parts. Assignments are selected by the student in consultation with the instructor to meet her individual needs. Prerequisite: Theory 202. *Credit, two hours.*

### 340 ADVANCED KEYBOARD TECHNIQUES

Intense development, in the piano laboratory, of reading and accompanying skills. Sight-reading literature suitable for use in the classroom and church situations, using school music texts, anthem accompaniments, open vocal score reading, and art song accompaniment. Some work also in improvisation, service-playing techniques. Prerequisites: Piano 144, Keyboard 243. *Credit, one hour.*

### 394 SEMINAR IN THEORY

Research in advanced topics in music theory, differing each semester. Topics such as the following will be studied: counterpoint, form and analysis, and period styles of important composers. May be repeated for credit. Prerequisite: Theory 203. *Credit, two hours.*

### 105, 205, 305, 405 COMPOSITION

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups. *Credit, one to four hours each semester.*

## History and Literature

### 214 MUSIC APPRECIATION

A course designed to impart an understanding of music as an element of liberal culture and to develop the power of listening intelligently. Masterworks in music literature will be learned. No technical knowledge required. *Credit, three hours.*

### 215 MUSIC LITERATURE

Study of the development of important musical styles and forms through history. Listening to musical examples is correlated with the study of musical scores. Required of freshman majors. *Credit, two hours.*

### 310 MEDIEVAL AND RENAISSANCE MUSIC

A historical and stylistic study of music from ancient Greece through the end of the Renaissance (1600), including analysis, composition in specific styles, performance, and listening. *Credit, two hours.*

### 311 BAROQUE MUSIC

A historical and stylistic study of music of the Baroque period (1600-1750), including analysis, composition in specific styles, performance, and listening. *Credit, two hours.*

### 312 CLASSIC AND ROMANTIC MUSIC

A historical and stylistic study of music of the Viennese Classic and Romantic periods (1720-1900), including analysis, composition, performance, and listening. *Credit, two hours.*

### 313 TWENTIETH CENTURY MUSIC

A historical and stylistic study of music of the twentieth century, including analysis, composition, performance, and listening. *Credit, two hours.*

### 314 LITERATURE OF APPLIED MUSIC

A chronological study of the principal repertoire for instruments or for voice, with emphasis on the important compositional schools represented in applied music instruction at Meredith. Faculty and student performances of representative compositions will be incorporated. *Credit, two hours.*

### 494 SEMINAR IN MUSIC LITERATURE

Research in problems related to music literature, history, or performance selected by the instructor, individual students, or the class. Different topics each semester; may be repeated for credit. *Credit, two hours.*

## Music Education, Pedagogy, Phonetics

### 060 STRING INSTRUMENTS

Practical study of string instruments with emphasis on the violin, including teaching methods. May be repeated for credit. *Credit, one to three hours each semester.*

### 070 WIND AND PERCUSSION INSTRUMENTS

A study of methods for organizing, scheduling, and teaching instrumental classes, and acoustics of music as they pertain to band and orchestral instruments. Classroom experiences include gaining competencies necessary to play and demonstrate correct embouchure, fingerings, breathing, and tonguing for at least two brass and two woodwind instruments, and basic snare drum techniques. May be repeated for credit. *Credit, one to three hours each semester.*

### 220 PEDAGOGY I

Survey of beginner methods and elementary literature, technique, and theory. Two class hours weekly. Observation of lessons of beginning and elementary students. *Credit, two hours.*

### 321 PEDAGOGY II

Survey of intermediate literature and materials. Two class hours weekly. *Credit, two hours.*

### 322 PRACTICUM

Teaching of a beginning student, and observation of intermediate students. Continues through two semesters (fall and spring). *Credit, one hour each semester.*

### 423 PEDAGOGY III

Survey of advanced literature and materials. Two class hours weekly. *Credit, two hours.* Corequisite, MUS 424.

**424 PRACTICUM** Teaching student(s) beyond the beginning level. Observation of advanced students. Continues through two semesters (fall and spring). *Credit, two hours for the year.*

### 425 SEMINAR/INTERNSHIP

Studio internship with a professional piano teacher, either at Meredith or in private practice, to last six to eight weeks. Pedagogy seminar, covering a topic of importance to the prospective teacher, to last six weeks. *Credit, two hours.*

### 256,257 PHONETICS FOR SINGERS

Study of the International Phonetic Alphabet and its application to the pronunciation of Italian, Ecclesiastical Latin, German, and French. Emphasis on application of principles of pronunciation to texts in vocal literature. *Credit, one hour each semester.*

### 300, 301 CONDUCTING AND CHORAL LITERATURE

A study of basic conduction patterns, techniques, and rehearsal procedures. Laboratory experiences are concerned with learning about music through the rehearsal and study of choral literature. Emphasis is placed upon characteristics of style, musical analysis, and performance techniques as applicable to literature selected from all historical periods. Prerequisites: Theory 101; 300 before 301. *Credit, two hours each semester.*

### 720 MATERIALS AND METHODS IN ELEMENTARY SCHOOLS

Designed for music education majors, this course is based on the development of concepts through a series of sequential music activities. Attention is given to formulating a philosophy of music education, Orff, Kodaly, and Dalcroze techniques and philosophies, state-adopted texts, teaching techniques and lesson planning. Public school observation and teaching is included. Prerequisite: Theory 101, Ear-Training 151. *Credit, two hours.*

### 721 MATERIALS AND METHODS FOR MIDDLE SCHOOLS

A study of teaching methodologies appropriate for middle school with special attention given to classroom management, learning activity packets, learning centers and uses of computer in music teaching. Prerequisite: Theory 101, Ear-Training 151. *Credit, two hours.*

### 722 MATERIALS AND METHODS IN SECONDARY SCHOOLS

A study of the scope and sequence in the music program in the secondary school with special emphasis on the choral program. Attention is given to the changing voice, rehearsal techniques, scheduling, program building and choral performance preparations. Public school observation and teaching is included. Prerequisite: Theory 101, Ear-Training 151. *Credit, two hours.*

### 744 MUSIC IN THE ELEMENTARY SCHOOL

Designed to equip the classroom teacher with musical and pedagogical skills necessary to provide optimum and learning in the elementary classroom. Emphasis is placed upon sequencing music activities through the conceptual approach as advocated in state-adopted music texts; learning contracts and centers, European influences of Orff and Kodaly, and the use of audio-visual materials and equipment in the classroom. Prerequisite: IDS 100. *Credit, two hours.*

## Church Music

### 395 HISTORY AND LITURGIES

A survey of the historical development of church music with emphasis on the liturgies which have developed through that history (especially Jewish, Roman Catholic, and Protestant liturgies). *Credit, two hours.*

### 396 HYMNOLOGY

A study of the hymns of the Christian church, their history and their function in worship. *Credit, two hours.*

### 397 ORGANIZATION AND ADMINISTRATION

Methods and materials for the organization and training of choral, handbell, and instrumental programs within the church. Includes a study of the relationship of the music director to the clergy, staff, and congregation of the church. *Credit, two hours.*

### 934 FIELD WORK IN CHURCH MUSIC

Supervised work in a church music program, with responsibilities for rehearsals and services, as director of a choir and/or organist. Minimum of three hours' rehearsal and service time per week for each hour of credit; weekly conference with Meredith supervisor. Credit one to two hours per semester. May be repeated for credit to a maximum of four hours.

## Ensembles

All undergraduate music majors are required to participate in ensemble each semester (except possibly the first semester of the freshman year). At least two semesters must be in a choral ensemble. In all ensembles, attendance at two to three hours of rehearsal each week and at all performances is required. (Note restriction on ensemble credits, page 69.)

### 234 CHORUS

Open to all students without audition. Provides music for various college functions and gives concerts on and off campus. *Credit, one hour each semester.*

### 235 RENAISSANCE SINGERS

A select group of about 15 students devoted to the *a cappella* performance of Renaissance and early Baroque choral music, both sacred and secular. Admission by audition only. Prerequisite: at least one semester of chorus. *Credit, one hour each semester.*

### 236 ACCOMPANYING

All students whose principal applied study is piano or organ are expected to fulfill at least two semesters of their ensemble requirements in accompanying. Work in preparation of a recital for one student, of lessons and a jury examination for two students, or accompanying an ensemble. *Credit, one hour each semester.*

### 237 INSTRUMENTAL ENSEMBLE

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the music faculty. *Credit, one hour each semester.*

### 238 ORCHESTRA

Rehearsal and performance of orchestral works, selected to match the abilities of the students enrolled. *Credit, one hour each semester.*

### 239 HANDBELL CHOIR

*Credit, one hour each semester.*

### 334 MEREDITH CHORALE

A select group of about 35 singers who represent the College on campus and on tour. Admission by audition only. Prerequisite: at least one semester of chorus. *Credit, one hour each semester.*

### 335 PIANO ENSEMBLE

Study of works for piano, four hands, or two pianos. *Credit, one hour each semester.*

### 434 VOCAL ENSEMBLE

A group of about 12 singers who perform literature covering material from all musical periods and styles, both on campus and off. Admission by audition only. *Credit, one hour each semester.*

## Applied Music

Teacher assignments in applied music are made by the department head, in consultation with coordinators in each applied area. Requests for specific teachers will be taken into consideration, if possible.

Applied music instruction is given by any or all of the following methods: class instruction (five or more students in a class), studio group instruction (three or four students in a group), and private instruction. In addition, repertoire classes are required each week for majors in each applied area.

Each course in applied music requires five hours per week of practice for each semester hour's credit. The following formula applies:

| Semester Hours Credit | Weekly Half-Hour Lessons | Weekly Practice Hours |
|---|---|---|
| 1 | 1 | 5 |
| 2 | 2 | 10 |
| 3 | 2 | 15 |
| 4 | 2-3 | 20 |

### *Recital*

Each student giving a recital (sophomore, junior, lecture-recital, graduation, or graduate) ) will register for one hour of recital credit, in addition to her hours of applied music, during the semester in which she gives the recital. Pass-fail grading. *Credit, one hour each semester.*

**290 SOPHOMORE RECITAL**

**390 JUNIOR RECITAL**

**391 LECTURE-RECITAL**
The piano pedagogy major will present a lecture-recital or workshop illustrating some aspect of literature or teaching techniques related to study in pedagogy.

**490 GRADUATION RECITAL**

## *Piano*

Associate Professor Clyburn, Coordinator; Assistant Professor Fogle; Special Instructors Daugherty, Halbeck, S. Lohr, T. Lohr, Lorek, M. Lynch, Peery, and Windham.

The materials used for the technical development are variable, depending on the concepts of the teacher and the individual needs of the pupil. A thorough knowledge of all scales and arpeggios should be established before a pupil enters Piano 144.

Functional piano (for the classroom and in preparation for piano proficiency) is available in group instruction.

Music education majors taking piano (as majors or secondaries) will spend time on both performance repertoire and functional skills with classroom teaching material. Both lesson time and jury examinations at the end of each semester will place emphasis on both types of material.

**040 BEGINNING CLASS PIANO**
Introduction to fundamentals of the keyboard. Transposition, harmonization of folk songs and popular songs, sight-reading, ensemble playing. Pass/Fail grading only. *Credit, one hour.*

**041 INTERMEDIATE CLASS PIANO**
A continuation of Piano 040. Advanced harmonizations and study of representative music from the classical repertoire. Prerequisite: Piano 040 or permission of the instructor. Pass/Fail grading only. *Credit, one hour.*

**044 PREPARATORY PIANO**
A maximum of six semester hours of this work for credit permitted.

**144 PIANO I**
Bach inventions, preludes, suites; sonatas of the difficulty of the Haydn, Mozart, and Beethoven sonatas; Chopin works of moderate difficulty; other classical, romantic, impressionistic, and contemporary composers.

**244 PIANO II**
Bach sinfonias, *Well-Tempered Clavier*, suites, partitas; Haydn, Mozart, and Beethoven sonatas; Chopin works of moderate difficulty; other classical, romantic, impressionistic, and contemporary composers.

**344 PIANO III**
Bach *Well-Tempered Clavier*, toccatas, partitas, etc.; Mozart and Beethoven sonatas; Chopin etudes, impromptus, scherzi, ballades, etc.; other classical, romantic, impressionistic, and contemporary composers.

**444 PIANO IV**
Bach *Well-Tempered Clavier*, chorale preludes, and larger works; sonatas of greater difficulty; concerti; other classical, romantic, impressionistic, and contemporary works suitable for graduation recitals.

## *Organ*

Professor D. Lynch, Coordinator; Special Instructors M. Lynch and Downward.

**145 ORGAN I**
Manual and pedal technique. Bach *Eight Little Preludes and Fugues*, *Orgelbuechelein*, Dupre *Seventy-Nine Chorales*, works of comparable difficulty from all periods; hymn playing.

**245 ORGAN II**
Bach preludes and fugues of the first master period, chorale preludes, trio sonatas; works of Mendelssohn, Franck, and other romantics; selected 20th century and pre-Bach repertoire; accompanying.

**345 ORGAN III**
Bach, smaller works of the mature master period; selected romantic works of French and German composers; 20th century works of comparable difficulty to Hindemith Sonatas; larger works of early Baroque.

**445 ORGAN IV**
Bach, larger works of the mature master period; compositions of Franck, Widor, Vierne, Mendelssohn, Reger, and other romantics; early Baroque; larger 20th century compositions.

**HARPSICHORD 146, 246, 346, 446**
Special Instructor Windham

## *Violin*

Assistant Professor Garriss, Coordinator of Instrumental Music; Special Instructors Bath, Gorski, M. Partridge, Russell, and Southwick.

**164 VIOLIN I**
Thorough study of bowing and left-hand technique; Laoreux Etudes, Bk. II; Mazas Op. 36; concertos by De Beriot and Accoloay; sonatinas by Schubert.

**264 VIOLIN II**
Scales and arpeggios in three octaves; Mazas *Etudes Speciales*, Kreutzer etudes; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

**364 VIOLIN III**
Technical work continued; etudes by Kreutzer and Fiorillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

### 464 VIOLIN IV

Scales in thirds and octaves; etudes by Rode and Gavinies; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

## *Orchestral Instruments*

Courses are also available in the following applied studies:

### VIOLA 165, 265, 365, 465

Special instructor H. Partridge.

### CELLO 166, 266, 366, 466

Special Instructors Hudson and Stoughton.

### FLUTE 174, 274, 374, 474

Special instructor Whitlow.

### CLARINET 175, 275, 375, 475

Special Instructor Reubiso

## *Guitar*

Special Instructor W. Adams

### 068 GUITAR CLASS

Beginning instruction in folk guitar. Basic chords, notation, rhythm. No previous guitar experience necessary; guitars furnished. *Credit, one hour each semester.*

*Working knowledge of notes and basic chords in the first position should be established before entering Guitar 168.*

### 168 GUITAR I

A study of scales, arpeggios, slurs, and chords in the first position. Compositions by Carulli, Carcassi, Aguardo, Giulini.

### 268 GUITAR II

Continued work with technique; Segovia diatonic scales; compositions by Sor, Milan, Tarrega, DeVisee.

### 368 GUITAR III

Continued work with technique; preludes by Ponce, Villa-Lobos; compositions by Bach, Weiss, Dowland.

### 468 GUITAR IV

Etudes by Villa-Lobos; large works by Bach, Ponce, Tedesco, Albeniz; contemporary works, music for guitar and ensemble.

Courses in other instruments are made available upon demand, when qualified instructors can be engaged to teach them. Under the interinstitutional cooperation plan, lessons in some orchestral instruments are available at North Carolina State University. Credit and placement are earned on the same basis as other applied music.

## *Voice*

Assistant Professor Burt, Coordinator; Special Instructors Cutchin, Farrington, Goode, Powers.

### 154 VOICE I

Position and poise of the body, exercises to enhance vocal freedom through coordination of breath and tone. Emphasis on evenness of tone and smoothness of phrase. Simpler songs from classiscal literature. English and Italian pronunciation.

### 254 VOICE II

Technical work of the freshman year continued; scales and staccato exercises. Moderately difficult songs by composers of romantic and contemporary literature. French and German pronunciation.

### 354 VOICE III

More advanced technique and vocalizations. Advanced literature. Introduction of oratorio and operatic repertoire.

### 454 VOICE IV

Technical work continued, stressing flexibility. Total repertory to include four arias from operatic literature, four arias from oratorio literature, 20 songs from the classic and romantic literature, 20 songs from modern literature.

## Speech and Theatre

Instructor Wharton

Please refer to page number 110 regarding majors in theatre and in musical theatre. In addition, minors are available in both of these areas. Courses in speech and theatre may fulfill humanities-fine arts area distribution requirements for students not majoring in these disciplines.

## Speech

### 225 FUNDAMENTALS OF SPEECH

This course is designed to familiarize the student with the basic concepts of public speaking and to develop her individual presentation style. Units include voice and body use for speech, non-verbal communication and speech organization, preparation and presentation. Offered both semesters. *Credit, three hours.*

### 226 ORAL INTERPRETATION

This course aims to familiarize the student with methods for selecting, analyzing, and interpreting written material for presentational readings. Units include poetry, prose, drama, and reader's theatre. Fall semester. *Credit, two hours.*

*Additional courses in speech have been offered under the special studies option during the past three years. Some of those offered recently include small groups communications, oral communications theory, and voice and diction. Individual contract majors in speech communications have also been approved. For further information, consult the department head.*

### Theatre

**214 INTRODUCTION TO THEATRE**
This course is designed to give the student a basic understanding and experience in the art of theatre. A general exploration of the elements that comprise theatre, including such units as play attendance, acting, directing, the critic, the history, and literature. *Credit, three hours.*

**124, 224, 324 ACTING**
The theories and practical skills of Stanislavski will be covered and applied in a laboratory setting. Warm-up technique, improvisation, and scene study will be used as developmental tools. Literature will vary according to the developmental progression of each student. May be repeated for credit to a maximum of four times. *Credit, three hours each semester.*

**240 THEATRE PRACTICUM**
This course is designed to give the student practical theatre experience through production work in the areas of acting, technical crews, and/or direction of a one-act play. All course specifications and assignments must be approved prior to registration by the instructor. May be taken a maximum of eight times for credit. Offered both semesters. *Credit, one hour each semester.*

**245 STAGECRAFT**
A study and application of the technical elements of theatre production. Major emphasis will be given to scenic construction and painting, theatre lighting and basic sound systems, and tools and materials used in technical production. Laboratory hours will be arranged for practical experience in scenic arts and crafts. *Credit, two hours.*

**315 HISTORY OF THEATRE**
History of performance, drama, costume, scenic design, and company structure, from Greek theatre to the present. *Credit, three hours.*

**425 DIRECTING**
Basics of staging and play analysis are reviewed. Scenes are presented in class. A one-act play must be produced for public performance. Prerequisite: permission of the instructor. *Credit, three hours.*

**495 SEMINAR IN MUSICAL THEATRE**
Study of the history of musical theatre; analysis of musical scripts and characters; performance of scenes and excerpts from them. *Credit, three hours.*

*Students who wish advanced study in music, speech, and theatre should consult with the department head and arrange for it through the special studies options listed on page 75. Students may elect courses through the Cooperating Raleigh Colleges.*

## PSYCHOLOGY

Professor Huber, *Head;* Associate Professors Aubrecht, Hornak, and Mason.

The goal of the psychology department is to help the student obtain a better self-understanding, as well as an understanding of the basic methods, facts, and vocabulary of the scientific study of behavior and consciousness.

A major in psychology would be the appropriate background for graduate training in psychology and, in addition, a suitable adjunct to career training in education, business, social work, etc.

Psychology 100 is a prerequisite for all courses with the exception of Psychology 204 and Psychology 205 where either Psychology 100 or Education 234 can serve as a prerequisite.

### *Requirements for a Major*

A minimum of 31 semester hours in psychology including 100, 200, and 201. Majors are required to distribute their elective psychology courses by choosing at least two courses from each of the following areas:

Social (Psychology 204, 205, 206, 407)
Clinical (Psychology 304, 305, 306, 308)
Experimental (Psychology 307, 403, 404, 405, 406)

### *Requirements for a Minor*

A minor in psychology consists of 18 hours in psychology including a course in statistics.

**100 GENERAL PSYCHOLOGY**
An introduction to the scientific study of behavior, including such topics as development, motivation, learning, thinking, perception, testing, adjustment, personality, and social factors in behavior. *Credit, three hours.*

**200 STATISTICAL METHODS IN PSYCHOLOGY**
A survey of the fundamental techniques for describing and analyzing behavioral data. The course considers measures of central tendency and deviation, linear and function-free correlation, hypothesis testing, non-parametric techniques, and analysis of variance. Credit will not be allowed for both Psychology 200 and Mathematics 245. *Credit, three hours.*

### 201 EXPERIMENTAL PSYCHOLOGY

An introduction to the history, methods, art, and ethics of general experimental psychology. Two original research studies will be developed, carried out, analyzed, and reported in American Psychological Association style. Lecture plus laboratory. *Credit, four hours.*

### 204 DEVELOPMENTAL PSYCHOLOGY

A study of characteristics and changes throughout the life span, from conception to death. At each stage, major topics covered are physical and motor change, cognitive development, emotional and personality growth, and social development. Also listed as Home Economics 204. Prerequisite: Either Psychology 100 or Education 234. *Credit, three hours.*

### 205 THE PSYCHOLOGY OF EXCEPTIONAL INDIVIDUALS

An introduction to the psychological and educational characteristics of the major types of exceptional individuals, including the gifted, retarded, and emotionally disturbed; persons with speech, hearing, visual, and crippling health disabilities; and those with major specific learning disabilities. Also listed as Home Economics 205. *Credit, three hours.*

### 206 PSYCHOLOGY OF SEX ROLES

The understanding of women from a psychological viewpoint. Topics included are a critique of the psychoanalytic view of women, the effects of body states on personality, psychosomatic dysfunctions of the reproductive system, differences between male and female brains, differences in the way male and female infants behave, how sexual identity develops, self-esteem, achievement motivation, and changes in the roles women play during their lifetimes. *Credit, three hours.*

### 304 PSYCHOLOGICAL TESTING AND EVALUATION

A study of the principles of psychological testing and evaluation in several settings. An introduction to the major types of tests, including tests of general and special abilities, aptitude, achievement, interests, and personality. Offered fall semester only. *Credit, three hours.*

### 305 THEORIES OF PERSONALITY

Major contemporary theories of personality. Theories evaluated in light of research findings. Offered fall semester only. *Credit, three hours.*

### 306 ABNORMAL PSYCHOLOGY

A study of the major forms of behavioral pathology and current therapies. Topics covered include anxiety disorders; somatoform disorders, dissociative disorders, character disorders; psychoses; and chronic brain syndromes. *Credit, three hours.*

### 307 HISTORY AND SYSTEMS IN PSYCHOLOGY

The focus of this course is the historical genesis of current concerns in psychology. Particular emphasis will be placed on the seminal work of the late 19th and early 20th century psychological pioneers. Offered spring semester only. *Credit, three hours.*

### 308 THEORY AND PRACTICE IN COUNSELING

Introduction to the basic concepts and techniques of counseling as applied in clinical and educational settings. The student will have an opportunity to practice her counseling skills in a session which will be observed by classmates and also recorded on audio tape. The course will emphasize a client-centered approach; however, the student will be acquainted with other theories. Offered spring semester only. *Credit, three hours.*

### 403 MEMORY, LANGUAGE, AND COGNITION

A survey of the major theories and empirical findings in the field. Emphasis placed on the active strategies and thought processes used in remembering, speaking and understanding language, reading, concept learning, and problems solving. Offered fall semester, odd numbered years. *Credit three hours.*

### 404 CONDITIONING AND BEHAVIOR MODIFICATION

An examination of the principles of classical and operant conditioning, including: reinforcement, stimulus control, and extinction, and of the application of these principles in a variety of settings, including: societies, institutions (e.g., schools, mental health settings, prisons, etc.), the home, and in the control and modification of one's own behavior. Offered fall semester, even numbered years. *Credit, three hours.*

### 405 PERCEPTION

A study of the various senses and how they function. How our needs, desires, expectations, and previous experiences influence our perception. Understanding of the principles of psychophysics. The course also focuses on cognitive factors in perception. Offered spring semester only. *Credit, three hours.*

### 406 NEUROPSYCHOLOGY

A survey of the functional anatomy of the nervous system with special emphasis on current views of the contributions of various subsystems to psychological phenomena. Offered fall semester only. *Credit, three hours.*

### 407 SOCIAL PSYCHOLOGY

A study of the theories and research relevant to interpersonal influence, the ways in which an individual is influenced by other people. Included topics: attitude change, conformity, interpersonal attractions, affiliation and emotion, person perception, aggression, and altruism. Offered spring semester only. *Credit, three hours.*

### SENIOR THESIS

The interested and qualifed student may elect to undertake a senior research project under the special studies option.

*Students who wish to pursue individualized advanced study in psychology (e.g. advanced classes, research projects, internship experiences) may do so through the special studies options listed on page 75. Special studies have included classes in animal behavior, behavior modification, computer analysis of data, and industrial psychology; research projects in personality, developmental psychobiology, and social psychology; and internship experiences in clinical psychology and applied behavior therapy.*

*A student may elect courses through the Cooperating Raleigh Colleges.*

# RELIGION AND PHILOSOPHY

Professor Crook, *Head;* Professors Cochran and Page; Assistant Professors Starkey and Vance.

The department offers a major in religion.

The introductory courses in religion are designed to acquaint the student with biblical literature and faith as they are related to the contemporary world. The courses beyond the 100-level fall into three categories: religon and society (courses numbered 244, 248, 341, 342, 343, 345, 346); biblical studies (courses numbered 262, 263, 265, 266, 367); and religious history and thought (courses numbered 285, 289, 381, 382, 384, 386). The requirements for a major are sufficiently flexible to provide for the student's personal development and for her choice of career preparation. Most students who major in religion become teachers, church workers, social workers, or find employment in business or industry. Many combine a major in religion with a second major in one of the more professionally-oriented fields of study. A significant number continue their education in graduate and professional schools.

## *Requirements for a Major*

Twenty-four hours in religion, including one course from each of the three categories, and including 497. At least one course in philosophy is recommended.

## Religion

Prerequisite to all other courses in religion: Religion 100 *or* Religion 101 and 102. Students who take Religion 100 may not take Religion 101 or Religion 102. Students who take Religion 101 or Religion 102 may not take Religion 100.

### 100 AN INTRODUCTION TO BIBLICAL LITERATURE AND HISTORY

A one-semester historical and theological study of the central meaning of the Bible. Consideration of the principal persons, events, ideas, and practices contained in the biblical record and their significance for the present time. Not open to students who have taken Religion 101 and/or 102. *Credit, three hours.*

### 101, 102 AN INTRODUCTION TO THE OLD AND NEW TESTAMENTS

A two-semester historical and theological study of the central meaning of the Bible. Consideration of the principal persons, events, ideas, and practices contained in the biblical record and their significance for the present time. Not open to students who have taken Religion 100. *Credit, six hours.*

### 244 CHRISTIAN ETHICS

The province, presuppositions, and ideal of the Christian ethic and its meaning for specific problems. *Credit, three hours.*

### 248 WORLD RELIGIONS

An introduction to the major religons of the world with emphasis on Hinduism, Buddhism, Judaism, and Islam. An examination of the concepts and practices of these religions and their scriptures in order to help the student gain an understanding of and appreciation for religions other than her own. *Credit, three hours.*

### 262 THE LIFE AND TEACHINGS OF JESUS

An in-depth study of the person and the ministry of Jesus, based upon the four gospels. Attention will be given to the critical questions related to the gospels. Appropriate background materials from non-biblical sources will be employed. *Credit, three hours.*

### 263 THE WRITINGS

A study of the post-exilic literature of the Old Testament, with particular attention to the wisdom literature, to the writings which re-interpret the history of Israel, and to selected collections of poetry. *Credit, three hours.*

### 265 THE PROPHETIC ELEMENT IN RELIGION

A study of the prophetic books of the Old Testament, with attention to their contemporary value. *Credit, three hours.*

### 266 PAULINE LITERATURE

The development of early Christian life and thought as found in the work and writings of Paul. *Credit, three hours.*

### 285 THEOLOGY AND CONTEMPORARY LITERATURE

A study of religious themes in contemporary novels and drama, together with an introduction to film as a contemporary art form. Typical authors examined: Beckett, Camus, Kafka, Salinger, Silone, Steinbeck, Tennessee Williams, and Updike. *Credit, three hours.*

### 289 INTRODUCTION TO CHRISTIAN THEOLOGY

An introduction to basic Christian beliefs which explores such topics as the meaning of revelation, the existence and nature of God, Christology, the Christian understanding of personhood, and related topics. *Credit, three hours.*

### 297 SOPHOMORE SEMINAR

Selected topics in religion. Open to all sophomores. *Credit, one hour.*

### 341 SOCIOLOGY OF RELIGION

A study of the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. Also available as Sociology 331. *Credit, three hours.*

### 342 PSYCHOLOGY OF RELIGION

A study of the results of psychological analysis of religious experiences. *Credit, three hours.*

### 343 RELIGION AND LAW

An analysis of the mutual concerns of Religion and Law in American public life. An examination of the historical development of Church-State separation and selected Supreme Court decisions regarding Church and State issues. *Credit, three hours.*

### 345 CHRISTIANITY AND OTHER RELIGIONS

A study of Christian attitudes toward the beliefs and practices of people of other faiths with an emphasis on such concepts as truth, salvation, and religion. *Credit, three hours.*

### 346 RELIGION IN CONTEMPORARY SOCIETY

A study of the interplay of religion and social, economic, and political changes. *Credit, three hours.*

### 367 ARCHAEOLOGY AND THE ANCIENT NEAR EAST

A brief introduction to archaeological method, followed by a study of the history of the ancient Near East in general, and of biblical history in particular, in light of archaeological investigations. Also available as History 367. *Credit, three hours.*

### 381 CHRISTIAN EDUCATION

The principles and techniques of Christian leadership. *Credit, three hours.*

### 382 HISTORY OF CHRISTIANITY

An examination of major figures and movements in the development of Christianity, concentrating on the medieval, Reformation, and modern periods. *Credit, three hours.*

### 384 RELIGION IN AMERICA

A brief survey of religious issues in American history from the colonial period to the present, followed by a contemporary analysis of the three major religious bodies in America: Protestantism, Catholicism, and Judaism. A number of fringe sects or cults examined. *Credit, three hours.*

### 386 PHILOSOPHY OF RELIGION

An examination of the most basic questions which philosophy asks about religion, such as the nature of religious experience, the use of religious language and symbolism, the relation of faith and reason, proofs of the existence of God, the problem of evil, and the meaning of human existence. Also available as Philosophy 386. *Credit, three hours.*

### 397 JUNIOR SEMINAR

Selected topics in religion. Open to all Juniors who have completed nine hours in religion, and recommended for religion majors. *Credit, three hours.*

### 497 SEMINAR

Open to seniors who have had a minimum of 12 hours in religion. Required of majors. *Credit, three hours.*

### Philosophy

**223 INTRODUCTION TO PHILOSOPHY**

An examination of issues common to human experience, such as the problem of knowledge, theories of values, and the interpretation of science, history, and religion. *Credit, three hours.*

**351 ANCIENT AND MEDIEVAL PHILOSOPHY**

A survey of the theoretical foundations of Western civilization, particularly as developed in the cultures of Greece and Rome. *Credit, three hours.*

**352 MODERN PHILOSOPHY**

A survey of philosophy since the Renaissance with particular attention to the development of contemporary schools of thought. *Credit, three hours.*

**386 PHILOSOPHY OF RELIGION**

An examination of the most basic questions which philosophy asks about religion, such as the nature of religious experience, the use of religious language and symbolism, the relation of faith and reason, proofs of the existence of God, the problem of evil, and the meaning of human existence. Also available as Religion 386. *Credit, three hours.*

*Students who wish community internships or advanced study or research in religion and philosophy should consult with the departmental head and arrange for it through the special studies options listed on page 75.*

*A student may elect courses through the Cooperating Raleigh Colleges.*

## SOCIOLOGY AND SOCIAL WORK

Associate Professor Sumner, *Head;* Professors Syron and Tucker; Assistant Professors Bishop and Zingraff; Instructor Mackie.

The department offers a major in sociology and a major in social work with a Bachelor of Arts degree.

The department seeks to encourage within students the development of social consciousness and an understanding of people, both as unique individuals and as members of a particular culture and society. Courses are designed to present a balanced perspective in order to offer a solid foundation for continued study in graduate schools of sociology, social work, and other related fields.

The major in social work is accredited by The Council on Social Work Education. Certification for teaching at all levels may be combined with a major in sociology or social work. The department also offers a program leading to certification as a school social worker by the North Carolina Department of Public Instruction.

The courses and programs prepare students for roles as educators, journalists, personnel administrators, city planners; for careers in government; and as leaders of opinion and of action in the community.

Field projects, community internships, volunteer experiences, and cooperative education placements are experiential learning opportunities available to students to provide them with the knowledge and experience helpful in planning careers. Students are encouraged to take a career planning seminar to plan their own careers.

Either Sociology 230 or 260 required as a prerequisite for all other courses unless otherwise specified. Prerequisite may be waived in exceptional cases.

### *Requirements for a Major in Sociology*

Twenty-five hours in sociology, including 230, 374, 375, 489, or their equivalents, and 496. Three hours in statistics, Math 245 or equivalent. Math 245 strongly recommended before 374 and 375.

## *Requirements for a Major in Social Work*

Liberal Arts Courses: Biology 101; Sociology 230, 335, 374, 375; Psychology 100, 206; Politics 100. (Twenty-two semester hours.)

Social Work Courses: Social Work 240, 301, 302, 303, 304, 401, 402, 403, and 404. (Thirty-two semester hours.)

The department strongly recommends that students who major in social work also meet the requirements for a major in an additional field of study.

## Sociology

### 230 PRINCIPLES OF SOCIOLOGY

A general introduction to the field of sociology and to methods used in sociological research. Offered both semesters. *Credit, three hours.*

### 231 SOCIAL PROBLEMS

An examination of American society which emphasizes the institutional bases of social problems and conflict. Topics include the economy, racism, education, the environment, militarism, crime, health care and other features of contemporary industrial society. Policies designed to address these problems are reviewed. *Credit, three hours.*

### 260 CULTURAL ANTHROPOLOGY

An introduction to anthropology with special emphasis on comparative study of preliterate and simpler cultures. *Credit, three hours.*

### 335 AMERICAN ETHNIC RELATIONS

A study of present day racial and cultural minorities with emphasis upon scientific facts and changing attitudes and policies. *Credit, three hours.*

### 336 CRIMINOLOGY

The law, the offenders and the victims are examined in this study of crime and its causes. The conventional crimes of violence, property offenses and vice are covered along with corporate, governmental and organized crime. Changing patterns in the incidence of crime are considered. Alternate years. *Credit, three hours.*

### 337 CORRECTIONS

A study of the criminal justice system; police, attorneys, courts, judges, jails, prisons, parole. Attention is given to conflicting punishment philosophies and practices. Studies of inmate society are highlighted in this survey of America's attempts to correct the crime problem. Alternate years. *Credit, three hours.*

### 338 THE FAMILY

A study of the structure and function of the family as a basic institution of society; analysis of contemporary marriage and family experience; societal resources for dealing with family problems. *Credit, three hours.*

### 339 URBANIZATION

A study of urbanization and its effect upon human life. An analysis of urban social institutions, urban places, and social adaptation to urban growth. Urban trends and problems are also examined along with various approaches to urban social planning and policy. Alternate years. *Credit, three hours.*

### 340 AGING AND RETIREMENT

The physical, psychological and sociological dimensions of the aging process are examined. Topics include retirement, poverty and old age, role disengagement, health concerns, death and dying. Attention is given to the status of the elderly as a minority group in the United States. Alternate years. *Credit, three hours.*

### 341 SOCIOLOGY OF RELIGION

For description, see Religion 341. *Credit, three hours.*

### 374 SOCIAL RESEARCH

Examination of concepts and procedures pertaining to social scientific inquiry with emphasis upon problem statement, measurement, analysis, and interpretation of data. Three class hours a week. Offered both semesters. Corequisite Sociology 375. Also offered as Politics 374. Math 245 or equivalent recommended before 374. *Credit, three hours.*

### 375 SOCIAL RESEARCH LABORATORY

Application of concepts and techniques presented in Sociology 374. Empahsis upon the practice of social research with special attention given to data processing and analysis and the use of statistics as a tool of research. Offered both semesters. Corequisite Sociology 374. Also offered as Politics 374. Math 245 recommended before 375. *Credit, one hour.*

### 431 SOCIAL STRATIFICATION

The functions of social inequality and the conditions of social justice are considered along with current research on class, status, and power. Both national and international patterns of wealth and poverty are inspected to explain "who gets what and why." Inequalities of race and sex receive specific treatment. Alternate years. *Credit, three hours.*

### 489 SOCIAL THEORY

A survey of the history of social thought from ancient times, with particular emphasis on contemporary sociological thought. Offered both semesters. *Credit, three hours.*

### 496 SEMINAR IN SOCIOLOGICAL ANALYSIS

Application of basic sociological principles directed toward the analysis of selected topics and the presentation of projects to seminar members for evaluation and criticism. Prerequisites: Math 245 or equivalent, Sociology 374 and 375. Offered both semesters. *Credit, three hours.*

## Social Work

### 240 SOCIAL WORK AS A PROFESSION

An introduction to the development, fields, and values of the social work profession. Course provides class release time for a required thirty hours of volunteer work in a social agency. Offered both semesters. *Credit, three hours.*

### 301 THE AMERICAN SOCIAL WELFARE INSTITUTION

A study of the current American welfare system as a social institution with an examination of its European beginnings. Includes a description of the current welfare system with an analysis of its service delivery system mechanisms. Fall semester only. *Credit, three hours.*

### 302 SOCIAL POLICY ANALYSIS

An examination of the value choices made by society in the development of policies for the amelioration of social problems. Includes the application of an analytical framework to selected social policies. Requires a group project involving the analysis of a major social policy. Spring semester only. *Credit, three hours.*

### 303 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT

Utilization of the life-span as a framework for examining the impact of individual, organizational, cultural, biological, and community variables on human behavior. The systems framework is used to demonstrate how these variables interact to influence human behavior. The perspective on human behavior developed is utilized in the implementation of a generalist model of social work practice. Spring semester only. *Credit, three hours.*

### 304 SOCIAL WORK PRACTICE WITH INDIVIDUALS, FAMILIES, AND SMALL GROUPS

An introduction to the generalist model of social work practice with an emphasis on achieving planned change by working with individuals, families, and small groups. The development of professional communication skills is also emphasized. Both semesters. *Credit, three hours.*

### 401 SOCIAL WORK PRACTICE IN ORGANIZATIONS, COMMUNITIES, AND LARGER SOCIAL SYSTEMS

The generalist model of social work practice as implemented in the context of communities, organizations and bureaucratic settings. Also an emphasis on continuing the development of professional communication skills. Corequisite, Social Work 402. Offered both semesters. *Credit, three hours.*

### 402 SOCIAL WORK FIELD EXPERIENCE

A minimum of 400 hours of beginning level social work practice experience under the supervision of a professional social worker in a qualified social agency. Prerequisite: Social Work 304. Spring and fall semesters only. *Credit, 10 hours.'*

### 403 FIELD INSTRUCTION SEMINAR

Students meet weekly for directed academic learning related to the integration of social work knowledge with social work practice. Written assignments are required as a demonstration of adequate development of profesional growth. Corequisite: Social Work 402. *Credit, two hours.*

### 404 RESEARCH APPLICATIONS FOR SOCIAL WORK PRACTICE

An examination and evaluation of research and issues of significance to the social work profession and the practice of social work. Also an emphasis on research methods necessary for monitoring and evaluating ongoing practice. Requires a major project to be presented to colleagues for professional dialogue. Fall and spring semesters. *Credit, two hours.*

### 405 SELECTED TOPICS IN SOCIAL WORK

The study of topics relevant to social work practice as determined by students' needs and demands. Possible topics to be offered are social work in education, social work in criminal justice, social work and the law, social work in private industry, and child welfare. Offered as needed. *Credit, one to four hours.*

*A student may elect courses through the Cooperating Raleigh Colleges.*

*Students who wish community internships or advanced study or research in sociology or social work should consult with the departmental head or an appropriate faculty member to arrange for the special studies options listed on page 75.*

# College Directory

## CORPORATION OFFICERS — 1984

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*President*
C. ALLEN BURRIS
*Vice President and*
*Dean of the College*
CHARLES E. TAYLOR, JR.
*Vice President for*
*Business and Finance*
*(also serves as Treasurer)*
JOE BAKER
*Vice President for*
*Administrative Affairs*
*(also serves as Secretary)*
SANDRA CAROL THOMAS
*Vice President for*
*Student Development*
JERRY E. McGEE
*Vice President for*
*Institutional Advancement*
JACK RIGNEY
*Assistant Secretary*
G. EUGENE BOYCE
*General Counsel*

## BOARD OF TRUSTEES

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*Vice Chairman, Student Development*
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*Vice Chairman, Personnel Matters*

### *Executive Committee*

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THEODORE PITT
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J. EARL POPE
LUCILE REED
JACK RIGNEY
JOHN SENTER
CLAUDE WILLIAMS

## *Term Expiration — 1984*

ELIZABETH J. DOTTERER
Sanford

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Wilkesboro

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Raleigh

JAMES R. NANCE, JR.
Fayetteville

J. EARL POPE
Charlotte

JOHN A. SENTER
Lillington

GLENN WHITE
Rockingham

GLENN W. WILCOX
Asheville

## *Term Expiration — 1985*

KILTY BAREFOOT
Benson

JANE BYRD
Hillsborough

MARY FRANCES DAVIS
Lincolnton

JAMES HAGWOOD
Robersonville

GEORGE McCOTTER
Lillington

ERNESTINE NEWMAN
Fayetteville

MARY VIRGINIA POE
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JACK A. RIGNEY
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CLAUDE B. WILLIAMS, JR.
Durham

## *Term Expiration — 1986*

LUTHER BREWER
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W. RUSSELL DUKE, JR.
Winston-Salem

LAURA W. HARRILL
Raleigh

EVERETT L. HENRY
Lumberton

WILLIAM LAWRENCE
Sanford

R. B. OUTLAND, JR.
Rich Square

DAVID R. PARNELL
Parkton

THEODORE PITT, JR.
Rocky Mount

MARY L. WILLIAMS
Currie

## *Term Expiration — 1987*

BILL R. ALMOND
Reidsville

CHARLES D. BARHAM, JR.
Raleigh

ROBERT E. BRYAN, JR.
Fayetteville

ELIZABETH CAMERON
Wilmington

DANIEL M. DEATON, JR.
Tabor City

LOIS V. EDINGER
Greensboro

SEBY B. JONES
Raleigh

LUCILE REED
Kinston

LEON SEYMOUR
Southern Pines

## BOARD OF ASSOCIATES

WILLIAM R. STROUD
*Chairman*
*Raleigh*

DOROTHY BROUGHTON
*Vice Chairman*
*Raleigh*

DUVAL S. ADAMS
*Raleigh*

BESSIE B. BALLENTINE
*Raleigh*

FRANCES BARNETT
*Lincolnton*

CHARLES E. BELL
*Raleigh*

VIRGINIA BLANTON
*Marion*

DOROTHY BROUGHTON
*Raleigh*

PEYTON J. BROWN
*Raleigh*

FAYE A. BROYHILL
*Lenoir*

MARILYN BRYAN
*Raleigh*

BERN BULLARD
*Raleigh*

JULIAN BUNN
*Raleigh*

W. C. CALTON
*Raleigh*

CLARA H. CARSWELL
*Charlotte*

CHARLIE O. CHEWNING
*Raleigh*

WILLIAM A. CREECH
*Raleigh*

E. LAWRENCE DAVIS
*Raleigh*

BETTY DEDMON
*Shelby*

CLYDE A. DOUGLASS
*Raleigh*

HARRY L. EBERLY
*Raleigh*

LOIS EIDSON
*Raleigh*

LUCILLE L. ELLIS
*Cary*

CLINTON GALPHIN
*Raleigh*

KATHY GARDNER
*Shelby*

MARGARET H. GRIFFITHS
*Sanford*

GROVER E. HOWELL
*Weldon*

BEN JENKINS
*Raleigh*

ALMA JOHNSON
*Memphis, Tenn.*

GRACE B. KEITH
*Lumberton*

ROBERT H. LEWIS
*Raleigh*

AUDREE F. LONG
*Winston-Salem*

RUBY McSWAIN
*Sanford*

MABEL CLAIRE MADDREY
*Raleigh*

MARGARET C. MARTIN
*Winston-Salem*

WILLIAM D. MARTIN, JR.
*Raleigh*

OLIVE MILLER
*Raleigh*

IRENE MONEY
*Madison*

RALPH MONGER, JR.
*Sanford*

NAOMI E. MORRIS
*Wilson*

KENNETH E. NYE
*Raleigh*

JAMES R. PADEN
*Raleigh*

JOSEPH M. PORTER
*Shelby*

WILLIAM PRETTY, JR.
*Sanford*

JAMES Y. PRESTON
*Charlotte*

MARGARET PRUITT
*Louisburg*

SARAH RAWLEY
*Jamestown*

E. KEMP REECE
*Greensboro*

FRANK E. ROBERTS
*Charlotte*

VIRGINIA L. ROBERTSON
*Rocky Mount*

MARY BIDDLE SEMANS
*Durham*

JANE SMITH
*Lumberton*

NATHANIEL L. SPARROW
*Raleigh*

RONALD G. STAMEY
*Raleigh*

NORWOOD B. STARLING
*Raleigh*

WILLIAM R. STROUD
*Raleigh*

GENE TAYLOR
*Raleigh*

GARY E. TRAWICK
*Burgaw*

STUART W. UPCHURCH
*Raleigh*

NAN VAN EVERY
*Charlotte*

IRVING H. WAINWRIGHT
*Richmond, Va.*

WILLIAM H. WESTPHAL
*Greensboro*

BILL WILLIAMS
*Raleigh*

W. FRED WILLIAMS
*Greensboro*

T. R. WORTHY
*Raleigh*

EMILY YELTON
*Shelby*

HAZEL YOUNG
*High Point*

## ALUMNAE ASSOCIATION

### *Officers 1983-84*

*(Date following name indicates year of graduation)*

MARY LILY DUNCAN GADDY, 1942
*President*
*Raleigh*

CAROL ANDREWS SOUTHERLAND, 1965
*Vice President*
*Elizabethtown*

JONI FAY WATTS FETTERMAN, 1978
*Secretary*
*Clinton*

MEMORY FARMER MITCHELL, 1944
*Past President*
*Raleigh*

NANCY BOYETTE MILLER, 1977
*Director, Asheville Region*
*Asheville*

MARY STUART PARKER BROOKS, 1971
*Director, Charlotte Region*
*Charlotte*

SYLVIA CURRIN MATTHEWS, 1951
*Director, Elizabeth City Region*
*Hertford*

CAROL SENTER WILSON, 1962
*Director, Fayetteville Region*
*Clinton*

MARTHA RENFRO TUCKER, 1954
*Director, Greensboro Region*
*High Point*

GAIL DAVIS BATTS, 1975
*Director, Greenville Region*
*Wilson*

MADGE SPENCE AYSCUE, 1967
*Director, Henderson Region*
*Henderson*

MADELYN SLOAN HILL, 1972
*Director, Hickory Region*
*Statesville*

ANNE EDGE DALE, 1977
*Director, New Bern Region*
*Englehard*

EDITH CAMP MUTH, 1948
*Director, Raleigh Region*
*Raleigh*

SYLVIA COOPER HARRISS, 1974
*Director, Rocky Mount Region*
*Rocky Mount*

CRYSTAL HARTNESS LEATHERS, 1965
*Director, Sanford Region*
*Rockingham*

KAREN HARRIS MCMANUS, 1975
*Director, Wilmington Region*
*Wilmington*

JEAN BATTEN COOPER, 1954
*Director, Winston-Salem Region*
*Winston-Salem*

JANE LANCASTER KIBLER, 1955
*Director, North Region*
*Vienna, Va.*

OUINCY STEWART INMAN, 1961
*Director, South Region*
*Greenville, S.C.*

VICKY GLENN WEATHERS, 1963
*Director, West Region*
*Chattanooga, Tenn.*

### *Committee Chairmen*

DOROTHY STELL ALEXANDER, 1953
*Public Information*
*Cary*

ELIZABETH JAMES DOTTERER, 1930
*Awards and Recognition*
*Sanford*

MARJORIE JOYNER NORTHUP, 1951
*Education*
*Winston-Salem*

NELL GARRELL BULLARD, 1954
*Placement*
*Salisbury*

KELLY KNOTT COBB, 1969
*Recruitment*
*Cary*

JANICE HOPKINS FRIZZELL, 1979
*Institutional Development and Scholarships*
*Raleigh*

## FACULTY – 1983-84

*The date in parentheses indicates the year in which the individual joined the Meredith faculty.*

HELENA W. ALLEN, M.Ed. (1952)
*Assistant Professor of Health and Physical Education*
B.S., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill.

AUDREY R. ALLRED, M.Ed. (1970)
*Associate Professor of Education*
A.B., Meredith College; M.Ed., University of North Carolina at Chapel Hill.

LYN G. AUBRECHT, Ph.D. (1974)
*Associate Professor of Psychology*
A.A., Thornton Jr. College; B.S., M.S. Illinois State University; Ph.D., Ohio State University.

JOE BAKER, A.B. (1966)
*Vice President for Administrative Affairs*
A.B., Mississippi College.

LINDA BARLOW, A.M. (1982) (Fall 1983, part-time)
*Instructor of English*
A.B., University of North Carolina at Greensboro; A.M., University of North Carolina at Chapel Hill.

RICHARD H. BEHRMAN
*Visiting Lecturer*
B.B.A., Iona College; M.B.A., New York University.

VERGEAN R. BIRKIN, A.M. (1963)
*Assistant Professor of Geography*
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CYNTHIA BISHOP, Ph.D. (1977)
*Assistant Professor of Social Work*
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M. TONY BLEDSOE, Ed.D. (1981)
*Assistant Professor of Business*
B.S., Atlantic Christian College; A.M., Appalachian State University; Ed.D., University of North Carolina at Greensboro.

MARTHA L. BOUKNIGHT, M.Ed. (1966)
*Assistant Professor of Mathematics*
A.B., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill; Ph.D., North Carolina State University.

BETTY WEBB BREWER, Ph.D.(1971) (1974)
*Associate Professor of English*
A.B., Meredith College; A.M., North Carolina State University; Ph.D., University of North Carolina at Chapel Hill.

CYNTHIA BROSS, Ph.D. (1981)
*Assistant Professor of Health and Physical Education*
B.S.; M.S., Fort Hays State University; Ph.D., Texas Woman's University.

CLARA R. BUNN, Ph.D. (1969)
*Professor of Biology*
A.B., Meredith College; M.S., Ph.D., North Carolina State University.

CRAVEN ALLEN BURRIS, Ph.D. (1969)
*Vice President and Dean of the College*
*Professor of History and Politics*
A.A., Wingate College; B.S., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; A.M., Ph.D., Duke University.

ANITA BURT, D.M.A. (1981)
*Assistant Professor of Music*
A.B., Meredith College; A.M., Ohio State University; D.M.A., University of Illinois.

JOAN CASSILLY, Ph.D. (1982)
*Professor of Home Economics*
A.B., Ohio Wesleyan University; M.S., Ohio State University; Ph.D., University of North Carolina at Greensboro.

MARIE CHAMBLEE, Ph.D. (1977)
*Assistant Professor of Health and Physical Education*
B.S., East Carolina University; M.A.T., Ph.D., University of North Carolina at Chapel Hill.

JAMES L. CLYBURN, M.S. (1958)
*Associate Professor of Music*
A.B., Elon College; M.S., Julliard School of Music.

BERNARD H. COCHRAN, Ph.D. (1960)
*Professor of Religion*
A.B., Stetson University; B.D., Th.M. Southeastern Baptist Theological Seminary; Ph.D., Duke University; post-doctoral research, Yale University.

JACQUES COMEAUX, Ph.D. (1983)
*Associate Professor of Foreign Languages*
A.B., Southwestern University; A.M., University of Iowa; A.M., University of Salamanca; Ph.D. Florida State University.

BETTY H. COOK, M.H.E. (1976)
*Instructor of Home Economics*
B.S., West Virginia University; M.H.E., University of Georgia.

ROGER H. CROOK, Ph.D. (1949)
*Professor of Religion*
A.B., Wake Forest University; Th.M., Ph.D., Southern Baptist Theological Seminary; post doctoral research, Duke University, Union Theological Seminary, University of North Carolina at Chapel Hill.

CHARLES A. DAVIS, Ph.D. (1967)
*Associate Dean and Registrar*
*Professor of Mathematics*
B.S., M.A.M., Ph.D., North Carolina State University.

SARAH ENGLISH, Ph.D. (1979)
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JAMES C. B. FOGLE, Ph.D. (1977)
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ROBERT G. FRACKER, A.M. (1962)
*Library Assistant, Reference*
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CLYDE C. FRAZIER, Ph.D. (1982)
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LOIS FRAZIER, Ed.D. (1954)
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PHYLLIS W. GARRISS, Mus.M. (1951)
*Assistant Professor of Music*
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ROSALIE P. GATES, Ph.D. (1965)
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SUSAN GILBERT, Ph.D. (1966) (1976)
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ELLEN B. GOODE, Ed.D. (1983)
*Assistant Professor of Home Economics*
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J. CRAIG GREENE, Ed.D. (1977)
*Associate Professor of Art*
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LARRY L. GRIMES, M.S. (1981)
*Instructor of Biology*
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ISABELLE HAESELER, M.S.M. (1956)
*Assistant Professor of Music*
B.S., Lebanon Valley College; M.S.M., Union Theological Seminary; graduate study, Colorado Seminary, University of North Carolina at Chapel Hill.

ELAINE HARBISON, M.F.A. (1982)
*Instructor of Art*
(part-time only Fall 1983)
B.F.A., University of North Carolina at Greensboro; M.F.A., University of Georgia.

LYNNE HENDERSON, M.L.S. (1976)
*Reference Librarian*
A.B., Mount Holyoke College; M.R.E., Drew University; M.L.S., Rutgers University.

DIANE R. HICKS, A.M. (1982)
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ROSEMARY T. HORNAK, Ph.D. (1977)
*Assistant Professor of Psychology*
A.B., Wheeling College; A.M., Ph.D., Ohio State University.

R. JOHN HUBER, Ph.D. (1974)
*Professor of Psychology*
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ELLEN M. IRONSIDE, Ph.D. (1982)
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JEAN JACKSON, A.M. (1983)
*Instructor of English*
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JAMES R. JOHNSON, III, Ph.D. (1979)
*Assistant Professor of Business*
A.B., Elmhurst College; Ph.D., Duke University.

MARY S. JOHNSON, Ed.D. (1980)
*Assistant Professor of Education*
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MARY BLAND JOSEY, M.Ed. (1953)
*Director of Admissions*
A.B., Meredith College; M.Ed., North Carolina State University; additional study, University of Reading, England.

IONE KEMP KNIGHT, Ph.D. (1956)
*Professor of English*
A.B., Meredith College; A.M., University of Pennsylvania; Ph.D., University of North Carolina at Chapel Hill; post-doctoral research, British Museum, Oxford University, University of London.

VIVIAN KRAINES, Ph.D. (Spring 1979)
*Assistant Professor of Mathematics*
A.B., Ph.D., University of California.

ANN W. KURTZ, Ph.D. (1979)
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KATHLEEN LAMB, A.M. (1981)
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WILLIAM R. LEDFORD, Ph.D. (1957)
*Associate Professor of Foreign Languages*
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SARAH McCULLOH LEMMON, Ph.D. (1947)
*Professor of History*
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CHARLES P. LEWIS, III, Ph.D. (1980)
*Assistant Professor of Chemistry*
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W. DAVID LYNCH, D.M.A. (1969)
*Professor of Music*
Mus.B., Oberlin College; Mus.M., D.M.A., Performer's certificate, Eastman School of Music of the University of Rochester; Akademie "Mozarteum," Salzburg, Austria; Andre Marchal, Paris; Isolde Ahlgrimm, Arthur Poister, Robert Noehren.

FRANCES L. McCACHERN, Ed.D. (1980)
*Assistant Professor of Music*
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JERRY E. McGEE, Ed.D. (January 1980)
*Vice President for Institutional Advancement*
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JOE MARON, M.F.A. (1972)
*Assistant Professor of Art*
(sabbatical, Spring 1984)
A.B., M.F.A., Brooklyn College.

MARIE MASON, Ph.D. (1969)
*Associate Professor of Psychology*
*Director of Health Services*
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JAY D. MASSEY, A.M. (1957)
*Associate Professor of Health and Physical Education*
B.S., University of North Carolina at Greensboro; A.M., New York University.

REBECCA J. MURRAY, Ed.D. (1974)
*Professor of Education*
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ALLEN F. PAGE, Ph.D. (1973)
*Associate Professor of Religion*
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THOMAS C. PARRAMORE, Ph.D. (1962)
*Associate Professor of History*
A.B., A.M., Ph.D., University of North Carolina at Chapel Hill.

RON G. PAUL, M.F.A. (1982)
*Instructor of Dance*
A.B., Jersey City State College; M.F.A., University of North Carolina at Greensboro.

BRENT A. PITTS, Ph.D. (1981)
*Assistant Professor of Foreign Languages*
A.B., A.M., Ph.D., Indiana University.

DOROTHY K. PRESTON, Ph.D. (1961)
*Associate Professor of Mathematics*
A.B., Meredith College; A.M., Columbia University; M.A.M., North Carolina State University; NSF Fellow; Ph.D., North Carolina State University.

ROBERT K. REID, Ph.D. (1979)
*Assistant Professor of Biology*
B.S., Dickinson College; A.M., Oberlin College; Ph.D., North Carolina State University.

LOUISE REISS, Ph.D. (1982)
*Assistant Professor of Foreign Languages*
A.B., Pennsylvania State University; Ph.D., University of North Carolina at Chapel Hill.

NORMA ROSE, Ph.D. (1937)
*Professor of English*
A.B., Meredith College; A.M., University of North Carolina; Ph.D., Yale University.

NANCY C. SASNETT, M.Ed. (1971)
*Instructor of Business*
B.S., Pfeiffer College; M.Ed., University of North Carolina at Greensboro.

PENNY F. SCOTT, A.M., C.P.A.(1982)
*Instructor of Business*
B.S., A.M., Appalachian State University.

REGINALD B. SHIFLETT, Ph.D. (1978)
*Professor of Chemistry*
B.S., Ph.D., University of Virginia.

NONA J. SHORT, A.M. (1966)
*Instructor of Photography and Foreign Languages*
A.B., University of Mississippi; A.M., University of Wisconsin; graduate study, University of Munich, University of North Carolina at Chapel Hill.

BERNICE T. SHUEY, M.B.A., C.P.A.(1982)
*Instructor of Business*
B.S., Southwest Missouri State University; M.B.A., University of Dayton.

EVELYN P. SIMMONS, M.S. (1962)
*Associate Professor of Economics*
B.S., Georgia State College for Women; M.S., University of Tennessee; graduate study, University of Florida, Duke University, University of North Carolina at Chapel Hill.

DOROTHY J. SIZEMORE, A.M. (1980)
*Dean of Students*
A.B., William Jewell College; A.M., Georgetown College.

DONALD SPANTON, Ph.D. (1983)
*Associate Professor of Business*
B.S., Renesselear Polytechnic Institute; M.S., Georgia Institute of Technology; Ph.D., American University.

LAROSE F. SPOONER, Ed.D. (1967)
*Assistant to the President*
A.B., Tift College; M.A.T., Duke University; Ed.D., North Carolina State University.

PEGGY STARKEY, Ph.D. (1980)
*Assistant Professor of Religion*
A.B., Southern Methodist University; M.Div., S.T.M., M.Phil., Ph.D., Union Theological Seminary.

MARILYN M. STUBER, Ed.D., (1965)
*Associate Professor of Home Economics*
B.S., M.S., University of Nebraska; Ed.D., North Carolina State University.

EUGENE M. SUMNER, D.S.W., (1973)
*Associate Professor of Social Work*
A.A., Mount Olive Junior College; A.B., Atlantic Christian College; M.Div., Southeastern Baptist Theological Seminary; M.S.W., University of North Carolina at Chapel Hill; D.S.W., University of Utah.

LESLIE W. SYRON, Ph.D. (1945)
*Professor of Sociology*
A.B., Mary Baldwin College; A.M., Ph.D., University of North Carolina at Chapel Hill; post-doctoral study, London School of Economics and Political Science.

LOUISE TAYLOR, Ph.D. (1978)
*Assistant Professor of English*
A.B., Swarthmore College; M.A.T., Duke University; M.A., Ph.D., Florida State University.

OLIVE D. TAYLOR, M.Ed. (1970)
*Instructor of Mathematics*
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MARY L. THOMAS, A.M. (1982)
*Instructor of Spanish*
A.B., Ohio University, A.M., University of Michigan.

SANDRA CAROL THOMAS, Ph.D. (1974)
*Vice President for Student Development*
A.B., University of Texas; M.S., Indiana University; Ph.D., Saint Louis University.

DANIEL E. TODD, JR., Ph.D. (1982)
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CHARLES R. TUCKER, Ph.D. (1966)
*Professor of Sociology*
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ANTHONY J. VAGLIO, JR., Ph.D. (1977)
*Assistant Professor of Music*
A.B., Adelphi University; Mus.M., Butler University, Ph.D., Eastman School of Music of the University of Rochester.

ROBERT L. VANCE, Ph.D. (1981)
*Assistant Professor of Religion and Philosophy*
A.B., Davidson College; M.Div., Southeastern Baptist Theological Seminary; Ph.D., Emory University.

W. GARRETT WALTON, JR., Ph.D. (1983)
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A.B., A.M., Ph.D., University of Virginia.

JOHN EDGAR WEEMS, Ed.D. (1972)
*President*
B.S., A.M., Ed.D., George Peabody College.

SUSAN B. WESSELS, M.B.A. (1978)
*Instructor of Business and Economics*
A.B., Grove City College; M.B.A., DePaul University.

ROBERT WHARTON, A.M. (1981)
*Instructor of Theatre*
B.F.A., Virginia Commonwealth University; A.M., University of Connecticut; graduate study, Florida State University.

ED R. WHEELER, Ph.D. (1980)
*Associate Professor of Mathematics*
A.B., Samford University; Ph.D., University of Virginia.

LEONARD WHITE, A.M. (1964)
*Associate Professor of Art*
A.B., A.M., University of North Carolina at Chapel Hill.

HERBERT H. WILLIAMS, Ph.D. (1977)
*Technical Services Librarian*
A.B., Duke University; A.M., Ph.D., Princeton University; M.S.L.S., University of North Carolina at Chapel Hill.

BURGUNDE WINZ, A.M. (1978)
(Leave of absence, Spring, 1984)
*Instructor of Foreign Languages*
A.B., A.M., ADI-Germersheim, West Germany; graduate study, University of North Carolina at Chapel Hill.

RHONDA M. ZINGRAFF, Ph.D. (1979)
*Assistant Professor of Sociology*
B.S., Virginia Commonwealth University; A.M., Ph.D., Bowling Green State University.

## PART-TIME FACULTY — 1983-84

*The date in parentheses indicates the year in which the individual joined the Meredith faculty.*

JAN ADAM (1980)
*Instructor of Music*

WILL ADAMS (1982)
*Instructor of Music*

REBECCA BAILEY, Ph.D. (Spring 1984)
*Instructor in Art*
B.F.A., M.A., Stephen F. Austin State University; Ph.D. Michigan State University.

LYNNE BAUNACH, M.S. (1983)
*Instructor of Chemistry*
A.B. Goucher College; M.S., Fairleigh Dickinson University.

SALLY Z. CUTCHIN, M.M. (1983)
*Instructor of Music*
B.Mus., Meredith College; M.M., Ohio State University.

ALICE W. DAUGHERTY, Mus.B. (1971)
*Instructor of Music*
Mus.B., Lawrence College; additional study, Julliard School of Music.

BROCK W. DOWNWARD, D.M.A. (1976)
*Instructor of Music*
Mus.B., Oberlin College; Mus.M., D.M.A., Eastman School of Music of the University of Rochester.

SUSAN T. DRAUGHON, A.M. (Spring 1983)
*Instructor of Art*
B.F.A., University of North Carolina at Greensboro; A.M., East Carolina University.

ANTHONY DURSA, M.Ed. (1983)
Instructor of Education
B.S., Slippery Rock State University; M.Ed., University of North Carolina at Chapel Hill.

BETTY JO FARRINGTON, A.B. (1969)
*Instructor of Music*
A.B., Meredith College

KAY ANN FRIEDRICH, M.P.H. (1967)
*Instructor of Home Economics*
B.S., graduate study, Michigan State University; M.P.H., University of North Carolina at Chapel Hill.

JOHN W. GIVVINES, B.S. (1975)
*Instructor of Art*
B.S., Western Carolina University.

ALICE Y. GOODE, Mus.B. (1974)
*Instructor of Music*
Mus.B., Texas Technological University.

BLUMA K. GREENBERG, A.M. (1976)
*Instructor of Art*
A.B., Duke University; A.M., University of North Carolina at Chapel Hill.

PATRICIA HALBECK, M.M. (1983)
*Instructor of Music*
B.Mus., Northwestern University; M.M., University of North Carolina at Chapel Hill.

CAROLYN HAPPER, A.M. (Fall 1983 only)
*Instructor of History*
A.B., Duke University; A.M. University of North Carolina at Chapel Hill.

NANCY HAWKINS, Mus.B. (1979)
*Instructor of Music*
Mus.B., Meredith College

JERRY HELMS, M.S. (1983)
*Instructor of Mathematics*
B.S., M.S., North Carolina State University.

PATTIE HOWE, Ph.D. (Fall 1983 only)
*Instructor of History*
A.B. College of William and Mary; A.M., University of Hawaii, Ph.D., University at North Carolina at Chapel Hill.

VIRGINIA HUDSON (1981)
*Instructor of Music*

MILAM F. JOHNSON, Ph.D. (1982)
*Visiting Lecturer of Mathematics*
B.S., A.M., East Carolina University; Ph.D., University of North Carolina at Chapel Hill.

PAMELA ANN BATH KELLY, Mus. M. (1983)
*Instructor in Music*
Mus.B., Mus.M., University of North Carolina at Chapel Hill.

CAROL R. KEPLER, Ph.D. (1981)
*Assistant Professor of Biology*
A.B. Oberlin College; Ph.D., University of North Carolina at Chapel Hill.

SUSAN MCCLASKEY LOHR, Mus.M. (1981)
*Instructor of Music*
Mus.B., Mus.M., University of Kentucky.

TOM L. LOHR, Mus.M. (1979)
*Instructor of Music*
Mus.B., University of North Carolina at Chapel Hill; Mus.M., University of Kentucky.

MARY JO LOREK, Mus.M. (1980)
*Instructor of Music*
Mus.B., University of North Carolina at Chapel Hill; Mus.M., University of Kentucky.

MARILYN S. LYNCH, A.M. (1971)
*Instructor of Music*
Mus.B., Syracuse University; A.M., Eastman School of Music.

ANNE MACKIE, M.S.W. (1981)
*Instructor of Social Work*
A.B., Beaver College; M.S.W., University of North Carolina at Chapel Hill.

DORIS MAHAFFEY, A.B. (1983)
*Instructor of Business*
A.B., Miami University; graduate study, University of North Carolina at Chapel Hill.

MARTA PARTRIDGE, Mus.B. (1981)
*Instructor of Music*
Mus.B., New England Conservatory.

JANICE PEERY, Mus.M. (1979)
*Instructor of Music*
Mus.B., University of Western Ontario; Mus.M., University of North Carolina at Chapel Hill.

JAMES W. POWERS, M.M. (1982)
*Instructor of Music*
B.M., East Carolina University; M.M., Miami University

CHRISTINA A. PRITCHARD, A.B. (1976)
*Instructor of Equitation*
A.B., Meredith College.

CHRISTI HEARNE REINOSO, A.M. (1983)
*Instructor in Music*
Mus.B., University of North Carolina at Greensboro; A.M., Eastman School of Music of the University of Rochester.

ELEANOR G. REUER, M.F.A. (Spring 1978)
*Instructor of Art (Fall 1983 only)*
B.F.A., University of North Carolina at Greensboro; M.F.A., University of North Carolina at Chapel Hill.

NANCY RIVA-PALACIO, A.M. (1979)
*Instructor of Music*
A.B., Westhampton College; A.M., Columbia University; Certificat d'Etudes, Sorbonne, University of Paris.

RICHARD D. SOUTHWICK, A.M. (1972)
*Instructor in Music*
B.S., A.M., Ohio State University

MARK STEVENSON, B.S. (1982)
*Instructor of Physical Education*
B.S., University of Iowa.

MICHAEL STOUGHTON, Mus.B. (1980)
*Instructor of Music*
Mus.B., Julliard School of Music

JOHN SULLIVAN, A.B. (1981)
*Instructor of Mathematics*
A.B., University of St. Thomas; graduate study, North Carolina State University.

JENNY TAYLOR, M.Ed., (Spring 1984)
*Instructor of Mathematics*
B.S., M.Ed., North Carolina State University.

DOLPH VAN LAANEN, M.B.A. (Spring 1983)
*Instructor of Business*
B.S., Northwestern University; M.B.A., University of Chicago.

JOHN WHITEHURST, A.B. (1982)
*Instructor of Chemistry*
A.B., University of North Carolina at Chapel Hill.

PAMELA WHITLOW, Mus.B. (1977)
*Instructor of Music*
Mus.B., Southern Illinois University.

BRENDA WINDHAM, Mus.M. (1979)
*Instructor of Music*
B.M.E., Central Methodist College; Mus.M., New England Conservatory.

INGE WITT, A.B. (1976)
*Instructor of Music*
A.B. Hons., London University; Elementary Certificiate, Jacques-Dalcroze Institute through Carnegie-Mellon University.

SAMUEL T. WYRICK, III, J.D. (1982)
*Instructor of Business*
A.B., Harvard University; J.D., Duke University

PAUL M. ZIPIN, Ph.D. (1982)
*Instructor of Business*
A.B., Temple University; A.M., Pennsylvania State University; Ph.D., University of Connecticut.

## FACULTY EMERITI

*The date in parentheses indicates the year in which the individual joined the Meredith faculty.*

HAZEL BAITY, A.B., in L.S. (1941)
*Librarian*
A.B., Meredith College; A.B. in L.S., University of North Carolina at Chapel Hill.

LILA BELL, M.Ed. (1941)
*Associate Professor of Education*
A.B., University of North Carolina at Greensboro; M.Ed., Duke University; graduate study, Columbia University, University of North Carolina at Chapel Hill.

ERNEST F. CANADAY, Ph.D. (1920)
*Professor of Mathematics*
A.B., William Jewell College; A.M. Missouri University; Ph.D., Duke University.

HARRY E. COOPER, Mus.D. (1937)
*Professor of Music*
A.B., Ottawa University; Mus.B., Horner Institute of Fine Arts; Mus.D., Bush Conservatory; Fellow, American Guild of Organists; Guy Weitz, London.

JANE G. DEESE, A.M. (1945)
*Technical Services Librarian*
A.B., Meredith College; A.B. in L.S., Emory University; A.M., Columbia University.

BEATRICE DONLEY, Mus.B. (1972)
*Professor of Music*
Mus.B. (Voice), Mus.B. (Public School Music), West Virginia University; voice with Horatio Connell, Julliard School of Music; voice with Adelaide Gescheidt, New York.

JAMES H. EADS, JR., M.S. (1958)
*Assistant Professor of Biology*
A.B., University of Kansas; M.S., University of Alabama; graduate study, University of Alabama, North Carolina State University.

HARRY K. DORSETT, A.M. (1941)
*Associate Professor of Education*
A.B., Wake Forest University; A.M., Columbia University; graduate study, George Peabody College.

SUZANNE FREUND, Ph.D. (1947)
*Associate Professor of Foreign Languages*
Ph.D., University of Heidelberg.

MARY LYNCH JOHNSON, Ph.D. (1918)
*Professor of English*
A.B., Meredith College; A.M., Columbia University; Ph.D., Cornell University; L.H.D., Wake Forest University; post-doctoral research, British Museum, Cambridge University, Oxford University, University of London.

HELEN JONES, A.M. (1969)
*Instructor of English*
A.B., A.M. University of North Carolina at Greensboro.

MARGARET C. MARTIN, A.M. (1953, 1964)
*Director of Alumnae Affairs*
A.B., Meredith College; A.M., Columbia University.

STEWART A. NEWMAN, Th.D. (1973)
*Professor of Philosophy*
A.B., Hardin Simmons University; Th.M., Th.D., Southwestern Baptist Seminary; post-doctoral study; Duke University, Northwestern-Barrett, University of Rochester.

LEISHMAN A. PEACOCK, Ph.D., (1948)
*Professor of English*
A.B., A.M., Wake Forest University; Ph.D., Pennsylvania State University; graduate study, Columbia University.

STUART PRATT, Mus.M. (1942)
*Professor of Music*
A.B., Hartwick College; Mus.B., Philadelphia Musical Academy; Mus.M., Syracuse University; two years in Berlin, Marta Siebold, Hugo Kaun, Walter Scharwenka, Egon Petri.

DAVID R. REVELEY, Ph.D. (1955)
*Professor of Education*
A.B., Hampden-Sydney College; A.M., Ph.D., University of Virginia.

MARY YARBROUGH, Ph.D. (1928)
*Professor of Chemistry and Physics*
A.B., Meredith College; M.S., North Carolina State University ; Ph.D., Duke University.

# ADMINISTRATION — 1984-85

*The date in parentheses indicates the year in which the individual joined the Meredith administration.*

## *Office of the President*

JOHN EDGAR WEEMS, Ed.D. (1972)
*President*

LaROSE F. SPOONER, Ed.D. (1967)
*Assistant to the President*

EVE P. DULANEY (1979)
*Administrative Secretary*

GERTRUDE A. JOHNSON, B.A. (1983)
*Secretary*

MARY LYNCH JOHNSON, Ph.D. (1918)
*Professor Emeritus and College Historian*

## *Office of the Vice President for Administrative Affairs*

JOE BAKER, A.B. (1966)
*Vice President*

## *Academics*

### Office of the Vice President and Dean of the College

CRAVEN ALLEN BURRIS, Ph.D. (1969)
*Vice President and Dean*

SARAH McCULLOH LEMMON, Ph.D. (1947)
*Special Projects Coordinator*

ANNE E. PICKARD, A.A. (1974)
*Administrative Secretary*

DOTTY LOU GANDY (1979)
*Secretary to the Faculty*

ROSE HARDISON (1982)
*Secretary to the Faculty*

CAROLYNN L. MCGILL (1984)
*Secretary to the Faculty*

MONICA RUSSELL (1983)
*Secretary to the Faculty*

DORIS WALL (1971)
*Secretary to the Faculty*

BETTY JEAN YEAGER, A.B. (1948)
*Secretary to the Faculty*

### Office of the Registrar

CHARLES A. DAVIS, Ph.D. (1967)
*Associate Dean and Registrar*

SUE TODD, A.B. (1968)
*Assistant Registrar*

CATHY SISK, A.B.(1984)
*Secretary*

LAURA BURAKOWSKI (1978)
*Records Secretary*

MARTHA FONVILLE, A.A. (1983)
*Graduate Program Secretary*

### Library

JANET L. FREEMAN, M.L.S. (1984)
*College Librarian*

LYNNE HENDERSON, M.L.S. (1976)
*Reference Librarian*

ROBERT G. FRACKER, A.M. (1962)
*Library Assistant, Reference*

HERBERT H. WILLIAMS, Ph.D., M.L.S. (1977)
*Technical Services Librarian*

DOROTHY QUICK, B.S. (1970)
*Circulation Librarian*

ALICE McNEIL (1976)
*Library Assistant*

GERALDINE SARGENT (1978)
*Secretary*

JUDITH SCHUSTER, B.S. (1981)
*Library-Intern Reference*

MARGARET SEXTON (1957)
*Library Assistant*

CAROL SMITH (1981)
*Assistant, Music Library*

FRANCES HANNAH (1977)
*Acquisitions*

### Office of Continuing Education

ELLEN M. IRONSIDE, Ph.D. (1982)
*Associate Dean for Continuing Education*

ANNE C. DAHLE, M.Ed. (1972)
*Director of Credit Programs*

EMILY P. JOHNSON, J.D. (1979)
*Director of Legal Assistants Program*

BARBARA H. WILLIS, M.Ed. (1978)
*Program Coordinator*

BETTY BASS (1982)
*Secretary*

### Graduate Studies

CLARA R. BUNN, Ph.D. (1969)
*Coordinator*

### Honors Program

BERNARD H. COCHRAN, Ph.D. (1960)
*Coordinator*

### International Studies

ROGER CROOK, Ph.D. (1949)
*Coordinator*

## *Business and Finance*

### Office of the Vice President for Business and Finance

CHARLES E. TAYLOR, JR., M.B.A. (1983)
*Vice President*

BEVERLY HODGES, A.B.(1982)
*Accounting Manager*

VIRGINIA SCARBORO, A.A. (1961)
*Administrative Secretary*

JILL JENKINS, B.S.(1980)
*Accounts Receivable Clerk*

SUZANNE LAMBERT (1983)
*Payroll Clerk*

MARY JANE JOHNSON, A.B. (1983)
*Accounts Payable Clerk*

### Computer Services

GLENWOOD SANDERSON (1981)
*Information Services Manager*

GINNY BENNER (1982)
*Computer Operator/Programmer Trainee*

### College Calendar and Summer Programs

MARIE MASON, Ph.D. (1969)
*Coordinator*

### College Store

DRU M. HINSLEY, A.B. (1953)
*Manager*

RUTH L. GOWER (1959)
*Assistant Manager*

FRANCES GILLIS (1973)
*Store Clerk*

KATHRYN REED, A.B. (1979)
*Store Clerk*

### Central Services and Post Office

SHERRY BONURA (1981)
*Director*

LESIA GOODWIN (1979)
*Operator*

SHEILA TROXLER (1974)
*Postal Clerk*

### Food Services (ARA Slater)

CONNIE BRANCH (1981)
*Manager*

ALICE F. RENEGAR (1971)
*Banquet Manager*

### Light and Sound

PAUL GABRIEL, B.S. (1983)
*Technician*

### Buildings and Grounds

HARRY SIMMONS (1949)
*Superintendent*

GINA HICKS (1982)
*Secretary*

LON AVENT (1972)
*Electrician*

DORSEY ADAMS (1978)
*Horticulturist*

THOMAS EDMONDSON (1977)
*Carpenter*

SAMUEL WILDER (1979)
*Carpenter*

### Maintenance

LEE ADAMS
WILLIAM FINCH
BRUCE HOLLOWAY
ARTHUR JONES
JAMES JONES
WILLIE KING
JAMES McDONALD
CHARLES MASON
JOHNNY PATTERSON
DAVID ROBINSON
DARNELL SMITH
EDDIE TURNER
ROOSEVELT WILLIAMS

### Security

DANIEL G. SHATTUCK
*Chief Security Officer*

MARTHA BAKER, A.B. (1983)
*Secretary*

W. W. ADAMS
WALTER ATTMORE
WORTH BAILEY
WILLIAM GRINER
SHERWOOD JONES
E. B. LAWRENCE
V. C. MEDLIN
TIMOTHY MORRIS
AUBREY UNDERWOOD
LEROY POLLARD
CHARLES SOCKELL

### Stables

LUTHER M. HUGGINS, A.A. (1969)
*Manager*

### Switchboard

JUDY BOOTHE (1983)

JANICE SHATTUCK (1974)
*Operators*

### Residence Halls Maintenance

MARY W. LILES (1960)
*Director of Housekeeping Services*

NELLIE PENNINGTON (1966)
*Assistant Director of Housekeeping Services*

### Housekeepers

CORA ADAMS
HAZEL BLANDSHAW
MARY ELIZABETH BELL
DOROTHY LEE BOYKIN
DORIS CLINTON
CURLIE FULLER
SUSAN JONES
CORA LASSITER
ESSIE LEACH
PAULINE McCULLERS
MADIE LITTLE
LUCRETIA PETERSON
LOIS ROWLAND
MAMIE SANDERS
NOAMI SANDERS
ANNIE RUTH SMITH
BEATRICE STRICKLAND
RUTH WILKERSON

## *Student Development*

### Office of the Vice President for Student Development

SANDRA C. THOMAS, Ph.D. (1974)
*Vice President*

PATRICIA BAKER, A.B. (1982)
*Administrative Secretary*

### Office of the Dean of Students

DOROTHY J. SIZEMORE, A.M. (1980)
*Dean*

JANICE McCLENDON (1983)
*Administrative Assistant*
*Coordinator of Housing*

DEBRA McGUIRE (1983)
*Residence Director*

CAROL YANDLE (1983)
*Residence Director*

MADELINE TEETSELL (1976)
*Resource Assistant*

FRANCES THORNE (1961)
*Residence Director*

### Office of Admissions

SUE E. KEARNEY, A.M.(1966)
*Director*

GEORGANNE B. GRIFFIN, A.B. (1982)
*Assistant Director*

JEANNE PUCKETT, A.B. (1984)
*Admissions Counselor*

ANNE C. PUGH, A.B. (1977)
*Processing and Records Manager*

HEATHER D. POLLARD, A.B. (1983)
*Secretary*

DOTTIE P. BUSTER, B.Mus. (1983)
*Secretary*

### Office of the Campus Minister

SAMUEL BANKS CAROTHERS, M.Div. (1982)
*Campus Minister*

SHELLY CHAKARJI, A.B. (1984)
*Associate Campus Minister*

ELLEN NORRIS (1983)
*Secretary*

### Career Services and Cooperative Education

MARIE W. CAPEL, M.Ed., (1971)
*Director*

BARBARA MUTSCHLER, M.Ed. (1979)
*Assistant Director*

CLETA JOHNSON (1979)
*Secretary*

### Office of Scholarships and Financial Assistance

JOHN B. HIOTT, M.Div. (1968)
*Director*

ALBERTA HAWES (1976)
*Secretary*

### Guidance and Counseling

MARGE SHELTON, A.M. (1981)
*Counselor*

### Health Services

MARIE MASON, Ph.D., R.N. (1969)
*Director*

PATRICIA BROOMHALL, M.D. (1980)
*Physician*

SIDNEY MARTIN, M.D. (1972)
*Physician*

RUTH PEARCE, R.N. (1980)
*Nurse*

GEORGIA STEPHENS, R.N. (1979)
*Nurse*

FRONIA THACKER, B.S., R.N. (1975)
*Nurse*

### Student Activities

RHODA SOWERS, B.S. (1982)
*Director*

## *Institutional Advancement*

### Office of the Vice President for Institutional Advancement

JERRY E. McGEE, Ed.D. (1980)
*Vice President*

SHARON H. WOODLIEF (1972)
*Administrative Secretary*

GERALDINE W. MYERS (1978)
*Secretary/Receptionist*

MARTHA C. HARRELL (1979)
*Accounting Clerk*

### College Relations

CAROLYN C. ROBINSON, A.B. (1958)
*Director*

LISA D. BOWNE, A.B. (1983)
*Assistant Director*

SUSAN F. LAMB, A.B. (1983)
*Secretary*

### Corporate Relations

KEITH D. OAKLEY, B.S. (1983)
*Director*

ANNE C. RUEY, B.S. (1984)
*Secretary*

### Alumnae Affairs

CLEO G. PERRY, A.B. (1975)
*Director*

ANNE M. PURCELL, A.B. (1974)
*Coordinator of Annual Giving*

GAY H. ELLIOTT, A.B. (1983)
*Secretary*

### Planned Giving

W. C. LYON, JR., B.S. (1984)
*Director*

## *Cooperating Raleigh Colleges*

ROSALIE P. GATES, Ph.D. (1981)
*Director*

IDA P. NELSON (1984)
*Secretary*

## BUILDINGS AND GROUNDS

JONES CHAPEL projects a visible symbol of Meredith's commitment to Christian education. Named the Christina and Seby Jones Chapel in honor of Mr. and Mrs. Jones of Raleigh, the chapel contains the campus minister's office, secretary/receptionist's office, kitchen, commons room, library/reading room, and visiting speaker's office behind the sanctuary and a bride's room in front of the sanctuary. Mr. and Mrs. Jones have been strong supporters of the College. Mr. Jones has served as chairman of the Board of Trustees and Board of Associates. Located in Jones Chapel is the Estelle Johnson Salisbury Memorial Organ, an encased mechanical-action instrument of 20 stops and 27 ranks. The two-manual and pedal instrument was constructed in 1983 by the Andover Organ Company.

JOHNSON HALL, named in memory of Livingston Johnson and located at the front center of the campus, is the administration building which houses reception rooms and most administrative offices.

CARLYLE CAMPBELL LIBRARY is named in honor of Meredith's fourth president, Carlyle Campbell, who served the College from 1939 to 1966. The building is equipped with study tables and carrels, space for the library's book collection (now more than 100,000 volumes), and facilities that a college such as Meredith needs in educational services.

JOYNER HALL is a classroom building for most courses in education, English, foreign languages, history and politics, psychology, religion and philosophy, and sociology and social work. In addition, it contains offices for faculty, a small auditorium equipped with visual aids, a photographic darkroom, seminar rooms, a lounge, and a kitchenette. The building was named for James Yadkin Joyner, who served as a trustee for 55 years.

HUNTER HALL, named for Jospeh Rufus Hunter, provides classrooms and laboratories for biology, chemistry, home economics, and physics. Also in Hunter Hall are offices and research laboratories for faculty, a science library, a lecture and demonstration auditorium, and a reception room. An adjacent greenhouse is available for experiemental purposes.

SHEARON HARRIS BUILDING, constructed in 1982, is a classroom building for the departments of business administration and economics and mathematics. In addition to classrooms, seminar rooms, and faculty offices, the building also contains two conference rooms, a reading room, faculty lounge, and kitchen. It is named in honor of the late Shearon Harris who served the College as a trustee for more than a decade. He also served as chairman of the Board of Trustees and Board of Associates.

ELLEN BREWER HOUSE is a residence used by the Department of Home Economics. In small groups and under the guidance of an instructor, senior home economics majors gain actual experience in home management by living there. Named for Ellen Dozier Brewer, member of the faculty for 57 years, the Ellen Brewer House offers all the modern facilities of a home-like residence, including four bedrooms and baths, a student's study, an office for the supervisor, a living room, family room, and kitchen.

JONES HALL, named in honor of Wesley Norwood Jones and his wife, Sallie Bailey Jones, houses an auditorium — a place of many functions for the college community and for off-campus groups as well. The building was renovated in 1978 for the use of speech, drama, and art. A modern photographic laboratory and light studio and an art gallery were included in the renovations. Some music practice rooms, studios, and classrooms are located in the building.

COOPER ORGAN, Meredith's first concert organ, is located in the auditorium of Jones Hall. The organ is named in honor of Harry E. Cooper, former Department of Music chairman for over 30 years, and was installed in 1970. It is a three-manual, 35-rank concert instrument with classic voicing, built by the Austin Organ Company. The organ is used for recitals, convocations, services, teaching, and practicing.

HARRIET MARDRE WAINWRIGHT MUSIC BUILDING, a two-story brick and masonry structure adjacent to Jones Hall, houses a music library, faculty lounge, five offices, three classrooms, eight practice rooms, and 22 teaching studios. Also included in the 21,000 square foot building is the 175-seat Clara Carswell Concert Hall named in honor of Mrs. Guy T. Carswell. The music and fine arts building, named in honor of Mrs. Irving H. Wainwright, was dedicated in 1977.

WEATHERSPOON PHYSICAL EDUCATION—RECREATION BUILDING, dedicated in 1970, contains a gymnasium, classrooms, a dance studio, an indoor swimming pool, and offices for the Department of Health, Physical Education, and Recreation. The building is named in honor of Walter Herbert Weatherspoon and James Raymond Weatherspoon.

VANN, STRINGFIELD, BREWER, FAIRCLOTH, POTEAT, HEILMAN, AND BAREFOOT RESIDENCE HALLS house 140-170 students each. The majority of the housing accommodations in these multiple-story residence halls follow the suite arrangement of two rooms and a bath for four students; two students occupying a room. The exceptions to this arrangement include two rooms for two on each hall in Barefoot and Heilman, one room for two on each hall in Poteat, and one room for two on the first three floors in Vann, Stringfield, Brewer, Faircloth, and Barefoot. These rooms have a private bath for the two occupants. The fourth floors in Vann, Barefoot, Stringfield, Brewer, and Faircloth do not always follow the exact suite arrangement but do offer comparable bath facilities. Some rooms on these floors house three students and some house one student.

Telephones are available on each floor, and students may have phone service in their rooms. Pressing rooms, social rooms, study parlors, kitchenettes, and laundry facilities are conveniently located in the residence halls. The residence halls are named for Richard Tilman Vann; Oliver Larkin Stringfield; Charles Edward Brewer; William T. Faircloth; Ida Isabella Poteat, William Louis Poteat, and E. McNeill Poteat; E. Bruce Heilman; and Culbreth C. Barefoot, Kilty Barefoot, and their family, respectively.

BELK DINING HALL, large enough to accommodate the student body; may be reached from most residence halls by covered breezeways. Dedicated in 1970, Belk Dining Hall was named in honor of Carol Grotnes Belk.

DELIA DIXON CARROLL INFIRMARY AND RESIDENCE HALL was named for Elizabeth Delia Dixon Carroll, college physician for 34 years. The second floor of Carroll houses 22 students and four rooms for three, two of which have a private bath and two which are joined by a bath. The first floor of Carroll houses the infirmary which has a nurse in residence and a doctor on call 24 hours a day for any medical needs that might arise. The infirmary is well-equipped, contains eight beds, and is completely air-conditioned.

CARROLL RESIDENCE HALL ANNEX houses 22 freshmen and two upperclass hall officers. There are twelve rooms for two students each and a hall bath. Carroll Annex is carpeted and air-conditioned. Each room is equipped with single beds, desks, dressers and closets.

MAE GRIMMER ALUMNAE HOUSE includes offices of the alumnae association, as well as bedroom suites for guests of the College. There are also a reception room and kitchen for social events. For 36 years Mae Grimmer was executive secretary of the alumnae association, and the house is named in her honor.

FAW GARDEN, located between the Harriet Mardre Wainwright Music Building, Jones Hall, and Heilman Residence Hall, includes a partially enclosed courtyard of brick and garden areas. The garden, named in honor of the J. C. Faw family, includes a variety of evergreen and deciduous plants.

ELVA BRYAN McIVER AMPHITHEATER, with a seating capacity of 1,200, was completed in 1964. Located in an oak grove to the south of Jones Hall, the amphitheater overlooks a four and a half acre lake. An island stage separated from the amphitheater by a moat is complete with lighting and sound systems, making the theater ideally suited for outdoor performances and general college programs. Named for Elva Bryan McIver of Sanford, North Carolina, the amphitheater was made possible by a bequest from this friend of the College.

CATE CENTER contains continuing education facilities, including the 240-seat Kresge Auditorium, offices for counseling and career services; the student supply store, snack bar, student government offices, student publication offices, the college post office, lounges, and game rooms. Named in honor of Kemp Shields Cate, the center was dedicated in 1974.

MASSEY HOUSE is the on-campus residence of the president. It is occasionally used to entertain students and other constituents of the College. The house is named in honor of Dr. Luther M. Massey and his wife, Vivian Dawson Massey, in appreciation of their service to Meredith.

MARTIN EQUITATION ARENA is located behind Weatherspoon Physical Education-Recreation Building. A standard size show ring, the arena was dedicated in 1976 in honor of Zeno Martin and Lorna Bell Broughton.

SHAW FOUNTAIN is positioned on the front center campus near the entrance to the administration building. The six water spouts control 10 water height stages and are illuminated by 20 multi-colored lights. Named in honor of Henry M. Shaw and his wife, Blanche M. Shaw, the 20-foot circular fountain was dedicated in 1974.

MEREDITH COLLEGE STABLES accommodate approximately 40 college-owned horses. Facilities are there for classroom sessions in equitation was well as for outdoor and indoor riding.

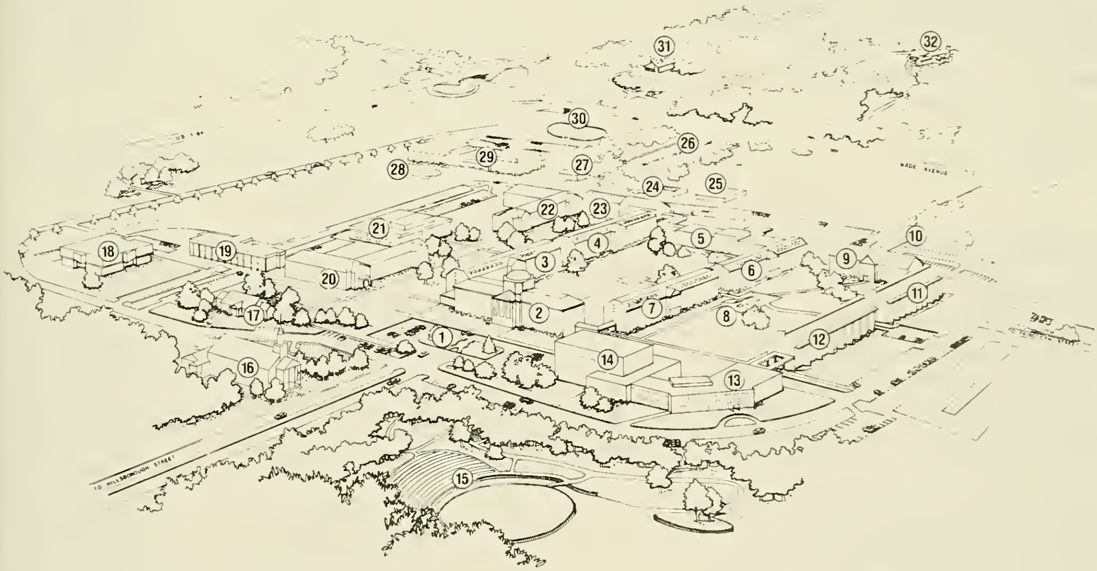
## LOCATION

Located in central North Carolina, Raleigh, home of Meredith, is a city of approximately 163,500 people. It is the center of an area known as the Research Triangle, composed of Raleigh, Durham, and Chapel Hill.

The Meredith campus is on the western outskirts of the city, and the 225 acres are unspoiled by commercial or residential development. Easy access is provided by Wade Avenue and U.S. 1 and 64 (by-pass). The campus is bounded on the north by Wade Avenue, on the east by Faircloth Street, and on the west by U.S. 1 and 64 (by-pass). The front entrance faces Hillsborough Street, and appropriate highway markings guide the visitor to Meredith. The Raleigh-Durham Airport, serving the major airlines, is just eight miles from the campus.

Raleigh is also the home of North Carolina State University. Approximately 25 miles away is Chapel Hill, site of the University of North Carolina. Duke University is 17 miles away in Durham. Wake Forest, another major North Carolina university, is two hours away in Winston-Salem.

The state is proud of its scenic beauty, and Raleigh is centrally located so that both the lovely mountain ranges of western North Carolina and the beaches of the eastern part of the state are only two to three hours away. For several years students have organized vacation groups to take advantage of skiing opportunities while others enjoy the beaches of coastal North Carolina.



## *Campus Map*

1.Shaw Fountain, 2.Johnson Hall (administration), 3.Vann Residence Hall, 4.Stringfield Residence Hall, 5.Belk Dining Hall, 6.Faircloth Residence Hall, 7.Brewer Residence Hall, 8.Temporary Art Studio, 9.Poteat Residence Hall, 10.Maintenance Shop, 11.Barefoot Residence Hall, 12.Heilman Residence Hall, 13.Harriet Mardre Wainwright Music Building, 14.Jones Hall (auditorium, drama, art), 15.Elva Bryan McIver Amphitheater, 16.Christina and Seby Jones Chapel, 17.Mae Grimmer Alumnae House, 18.Cate College and Continuing Education Center, 19.Shearon Harris Building for Business Administration (business, economics, mathematics), 20.Joyner Hall (liberal arts), 21.Carlyle Campbell Library, 22.Hunter Hall (science, home economics), 23.Delia Dixon Carroll Infirmary and Residence Hall (infirmary, first floor; residence, second floor), 24.Continuing Education Office, 25.Carroll Annex (residence hall) 26.Tennis Courts, 27.Ellen Brewer Home Management House, 28.Golf Putting Green, 29.Weatherspoon Physical Education-Recreation Building, 30.Zeno Martin Arena, 31.Meredith Stables, 32.Massey House (president's residence).

## ACADEMIC CALENDAR

### *FALL SEMESTER – 1984*

| | |
|---|---|
| Arrival of new students | Thurs. Aug. 16 |
| Registration | Mon. Aug. 20 |
| Registration of freshmen | Tues. Aug. 21 |
| First day of classes | Wed. Aug. 22 |
| Opening Convocation-Founders' Day | Mon. Aug. 27 |
| Last day to add a course | Tues. Aug. 28 |
| Labor Day Holiday-no classes held | Mon. Sep. 3 |
| Last day to make grading changes | Wed. Sep. 19 |
| Last day to drop with a "W" grade | Wed. Sep. 19 |
| Midterm: Autumn recess begins at 5:00 P.M. | Fri. Oct. 12 |
| Classes resume at 8:00 A.M. | Wed. Oct. 17 |
| Midterm reports due at NOON | Wed. Oct. 17 |
| Thanksgiving recess begins at 1:00 P.M. | Wed. Nov. 21 |
| Classes resume at 8:00 A.M. | Mon. Nov. 26 |
| Last day to withdraw from a course | Wed. Nov. 28 |
| Last day of classes | Wed. Dec. 5 |
| Reading Day | Thurs. Dec 6 |
| Final Examinations | Fri. Dec. 7 – Sat. Dec. 15 |

### *SPRING SEMESTER – 1985*

| | |
|---|---|
| Registration | Tues. Jan. 8 |
| First day of classes | Wed. Jan. 9 |
| Last day to add a course | Tues. Jan. 15 |
| Last day to make grading changes | Tues. Feb. 5 |
| Last day to drop with a "W" grade | Tues. Feb. 5 |
| Midterm: Spring recess begins at 5:00 P.M. | Fri. Mar. 1 |
| Midterm reports due at NOON | Wed. Mar. 6 |
| Classes resume at 8:00 A.M. | Mon. Mar. 11 |
| Easter Recess begins after last class | Thurs. Apr. 4 |
| Classes resume at 8:00 A.M. | Tues. Apr. 9 |
| Last day to withdraw from a course | Tues. Apr. 23 |
| Last day of classes | Tues. Apr.30 |
| Reading Day | Wed. May 1 |
| Final Examinations | Thurs. May 2 – Fri. May 10 |
| Commencement | Sun. May 12 |

## *SUMMER SCHOOL – 1985*

| | |
|---|---|
| First session begins | Mon. May 20 |
| First session ends | Fri. June 7 |
| Second session begins | Mon. June 10 |
| Second session ends | Fri. June 28 |
| Third session begins | Mon. July 1 |
| Holiday | Thurs. July 4 |
| Third session ends | Sat. July 20 |

## 1984

### AUGUST

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

### SEPTEMBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

### OCTOBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

### NOVEMBER

| S | M | T | W | T | F | S |
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| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

### DECEMBER

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|---|---|---|---|---|---|---|
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| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

## 1985

### JANUARY

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

### FEBRUARY

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| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 18 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | | |

### MARCH

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 18 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

### APRIL

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

### MAY

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

### JUNE

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

### JULY

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

### AUGUST

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
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| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

### SEPTEMBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

### OCTOBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

### NOVEMBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 18 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

### DECEMBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

## 1986

### JANUARY

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

### FEBRUARY

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | |

### MARCH

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

### APRIL

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

### MAY

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
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| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

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Meredith College Board of Trustees, 1984

## ENROLLMENT FOR 1983-84

Fall 1983 Degree Candidates:
Undergraduate
(Bachelor of Arts, Bachelor of Science, and Bachelor of Music)

| | |
|---|---|
| Senior | 360 |
| Junior | 274 |
| Sophomore | 365 |
| Freshmen | 422 |
| Re-entry | 86 |
| Total Undergraduate | 1,507 |

Graduate (Master of Business Administration, Master of Education, and Master of Music)

| | |
|---|---|
| Graduates | 90 |
| Total Degree Candidates | 1,597 |
| Other Students in credit courses | 111 |
| Students in non-credit courses | 614 |
| Total Enrollment, Fall 1983 | 2,322 |
| Summer Enrollment, 1983 | 608 |

Students in credit courses by state

| | |
|---|---|
| Connecticut | 2 |
| Delaware | 3 |
| Florida | 10 |
| Georgia | 14 |
| Illinois | 1 |
| Maryland | 6 |
| Massachusetts | 2 |
| Missouri | 1 |
| Nevada | 1 |
| New Jersey | 4 |
| New Mexico | 1 |
| New York | 4 |
| North Carolina | 1,482 |
| Ohio | 1 |
| Pennsylvania | 3 |
| South Carolina | 20 |
| Tennessee | 7 |
| Texas | 2 |
| Virginia | 127 |
| Washington | 1 |
| West Virginia | 2 |
| International students | 14 |
| TOTAL | 1,708 |

## CORRESPONDENCE AND VISITS

The mailing address of Meredith College is 3800 Hillsborough Street, Raleigh, North Carolina 27607-5298, and the College telephone number is (919) 829-8600. Inquiries are welcomed. The College will answer questions by correspondence or by arranging visits through the Office of Admissions.

*Academic records*
Office of the Registrar
*Admissions*
Office of Admissions
*Adult student information*
Office of Continuing Education
*Alumnae matters*
Director of Alumnae Affairs
*Catalogue requests*
Office of Admissions
*Community educational services*
Office of Continuing Education
*Educational programs*
Dean of the College
*Expenses*
Vice President for Business and Finance
*Financial assistance*
Office of Financial Assistance
*Graduate employment*
Office of Career Services
*Housing matters*
Dean of Students
*News items/publications*
Office of College Relations
*Parents Association*
Office of Parent Relations
*Student Employment*
Office of Financial Assistance
*Student interests*
Dean of Students
*Student reports*
Registrar
*Summer school*
Registrar
*Transcripts*
Registrar
*Vocational testing*
Office of Career Services

meredith
college

RALEIGH, NORTH CAROLINA 27607-5298

# meredith

1985-86

MEREDITH
COLLEGE

1985-1986

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meredith

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## CATALOGUE REQUESTS

Requests for catalogues should be sent to Office of Admissions, Meredith College, 3800 Hillsborough Street, Raleigh, North Carolina 27607-5298.

A correspondence list may be found on page 154.

## NONDISCRIMINATORY POLICY

Meredith College admits women students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. Furthermore, it does not discriminate in admission or access to its programs and activities on the basis of handicap as defined by Section 504 of the Rehabilitation Act of 1973. The vice president for business and finance at Meredith coordinates the College's nondiscriminatory policy on the basis of handicap.

## CATALOGUE NOTICE

Meredith College intends to adhere to the rules, regulations, policies, and related statements included, but reserves the right to modify, alter or vary all parts of this document with appropriate notice and efforts to communicate such changes.

## PRESIDENT'S MESSAGE

The Meredith woman is the recent high school graduate who lives on campus or commutes from her home and who works toward the Bahelor of Arts, Science, or Music degree in her liberal arts program.

She's the registered nurse who is working toward a Bachelor of Science in Nursing degree.

She's the re-entry student, over 23, whose higher education was postponed or was interrupted along the way, but who is now in the mainstream of college life.

She's the working woman, more than likely, who wants a master's degree in business administration, music, or education. Her graduate program schedule is tailored to her convenience.

She's the part-time student taking private music lessons, enjoying an enrichment course or two, or working toward certification in her field.

She may be from North Carolina, or she may be from as far away as the Middle East.

She's the college woman of the 1980's.

The college which she has chosen is a composite of almost one-hundred years of people and thoughts and struggles and successes, of teachers and learners and experiments and experiences, of philosophies and theories and questions and answers. It represents almost a century of change.

It will always be that way for Meredith. And if the College is true to her mission, each of her students will not only experience change but will be an agent of change, both on the campus and in her society at large.

Whatever the time, the college woman makes her mark on Meredith's past and future. And Meredith returns the favor. As her student shapes her, she, in turn, prepares her student for the shaping of maturity, for the developing of potential, and for the practicing of discernment.

But with all the dynamics and all the changes, there are ideas and ideals here that have been, are, and will be constant—such as Meredith's commitment to the Christian faith, the continuing concern of teacher for student, the ongoing challenge to be the best of our kind, and the determination to provide the college woman of the 1980's an education for living in her time.

John Edgar Weems, *President*

# Meredith: An Overview

The rich heritage enjoyed by the Meredith student of today began in 1835 when, at a session of the Baptist State Convention, the idea of a university for women was conceived. Thomas Meredith, founder and editor of the *Biblical Recorder*, was named to chair the first committee and was a member of subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." Baptist Female University was founded in 1891, the year in which it was chartered by the state legislature. By 1899 it had matured sufficiently to accept students. Ten years later it was given the name Meredith College in honor of that leader whose persistence helped make it a reality. Its campus, then located near the capitol of North Carolina, was moved to its present west Raleigh home in 1926. It has grown from a single building in downtown Raleigh to a 225-acre campus with a library, classroom buildings, seven residence halls, chapel, administration building, gymnasium, college center, auditorium, and other physical facilities that in design and function reflect the best of the founders' ideas.

Meredith's seven presidents have been James Carter Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939-1966; Earl Bruce Heilman, 1966-1971; Craven Allen Burris (Acting), September-December, 1971; and John Edgar Weems, January, 1972-present.

## ACCREDITATION

Meredith College is accredited by the Southern Association of Colleges and Schools, the National Association of Schools of Music, the Council on Social Work Education, and the North Carolina Department of Public Instruction. The College is a member of the American Association of Colleges, the American and North Carolina Associations of Colleges for Teacher Education, and the National Collegiate Athletic Association. Graduates of Meredith are eligible for membership in the American Association of University Women.

## PURPOSE

Meredith is a women's college of high quality in the liberal arts—a college in which the Christian perspective is the integrative principle in the educational program and whose purpose is to provide experiences through which students will develop a Christian attitude toward the whole of life. A planned curriculum and thorough instruction combine with community life to help students aspire to and make a contribution toward "culture made perfect through the religion of Jesus Christ." In an

atmosphere of freedom and commitment, students are encouraged to realize their potential as individuals, to acquire sound knowledge in the arts, sciences, and humanities, to exercise creative imagination, to develop skills in analytical thought and communication, and to achieve a sense of life direction. Thus, students are prepared for leadership and intelligent citizenship, for productive work in the vocations and professions, for graduate and professional study, for good use of leisure, and for homemaking.

## A COLLEGE FOR WOMEN

Meredith was founded on the premise that excellence in education is as important for women as for men. Throughout her history, the College has made important contributions to the education of women and has been graduating highly qualified women since the early part of this century. Meredith graduates have pursued careers with distinction and have provided outstanding leadership and service to their communities.

In an environment conducive to self-discovery and development, Meredith educates women to lead in and contribute to society. In addition to sound academic instruction and opportunities for personal growth, the College offers special programs and study opportunities relevant to the needs of today's women. It also provides education for viable career choices and alternative futures, recognizing and reinforcing the woman as a competent, skilled, and intellectual member of the community.

## STUDENT LIFE

For the most stimulating learning environment possible, Meredith seeks a diverse student body. The approximately 1,700 enrolled students come from North Carolina, numerous other states, and several foreign countries; from all races; from public and private schools; and from various denominations and faiths. The older students who return to college to continue their education help create a heterogeneous classroom atmosphere, thereby enhancing communication, debate, and idea exchange. Meredith's academic and social climate fosters close communication between students and with faculty in an atmosphere of respect and concern for learning and enrichment.

Meredith seeks to provide a total educational experience — one where creative, intellectual, and spiritual leadership, and physical talents and interests can be developed according to the student's own desires. Committed to fostering strong leadership, skills development, and self-awareness, Meredith offers her students a variety of activities. Opportunities for leadership cut across racial, ethnic, religious,

social, cultural, and geographic backgrounds. Whatever their special interests, Meredith students find an environment which affirms their individuality and helps fulfill their own particular needs.

While Meredith students enjoy the beauty of the 225-acre campus and the variety of experiences available on campus, they are also actively involved in the life of Raleigh, a city of more than 170,000 and the capital of North Carolina. Raleigh's location in the Research Triangle area and its proximity to other outstanding universities adds cultural and social advantages as well as academic privileges, including the opportunity to take courses at the five other colleges and universities in the city. Students participate in city and state government, work with numerous volunteer agencies, participate in credit or non-credit internships in business establishments and within state government (for example, the North Carolina Division of Archives and History, the Governor Morehead School, and Dorothea Dix Hospital), work in various churches, and serve as student teachers in the Wake County school system. Thus, Meredith women can be involved in the life of an exciting city and state capital, which is home to more than 20,000 college students.

## CONTINUING EDUCATION

Meredith is committed to encouraging in each student an appreciation of human growth and development as a lifelong process. Thus, the College serves not only young women, but those who are older—women who, as their lives unfold, seek to continue learning for both personal enrichment and career advancement.

Such women may explore new areas of interest and update skills by auditing courses throughout the regular curriculum or by participating in special classes, seminars, and workshops (see page 60). They may undertake coursework for academic credit leading to an undergraduate or graduate degree (see page 60). Or they may earn certification in a job-related field (see page 61).

The Office of Continuing Education helps adult women pursue these options at Meredith. In addition, it reaches out to the community as a whole with programs and services responsive to a wide variety of learning needs.

## GRADUATE PROGRAMS

Meredith offers three masters degree programs: Master of Business Administration (MBA); Master of Education (M.Ed.) in elementary education; Master of Music (M.M.) in performance and pedagogy and in music education. Full information is contained in a separate catalogue, available from the Registrar's Office.

## FACULTY

The faculty at Meredith constitutes the fulcrum around which the College functions as an institution of learning. Teaching is the primary task of the College, and faculty members are essentially teachers. They study, they encourage learning, they advise students, they engage in research, they publish and exhibit their work, they perform, they work on committees and help establish the academic policies of the College, and they work in the Raleigh community and its churches. The Christian tradition constitutes the essential perspective within which the faculty seeks to provide a liberating educational experience through which each student moves toward the realization of herself as fully human. More than 70 per cent of the faculty have earned the doctorate. Advanced degrees earned by the faculty represent approximately 45 graduate schools. A number of the faculty have received study grants such as Fulbright, Danforth, National Endowment for the Humanities, and the National Science Foundation.

## HONORS PROGRAM

The Honors Program at Meredith is designed to offer the exceptionally bright and interested student the opportunity to engage in an enriched program of study. Through this program the intellectually gifted student is challenged to expand her power of thinking — analytically, critically, and creatively; to increase her knowledge; to stretch her imagination; to improve her communications skills; to achieve a better sense of life direction, and to develop the many facets of her whole being. Details are on pages 55-57).

## CURRICULUM

Meredith offers a curriculum designed to assist the student — living and working as a free person within a community of learners — in acquiring a comprehensive understanding of herself and her world. Concern for the unity and diversity of the human experience is expressed through an intensive examination of the great body of knowledge available within the traditional academic disciplines and through active participation in the life of the local and wider communities. Each student engages in the study of a broad distribution of human culture as a requirement of a liberal education. Furthermore, she must make a concentrated study of a major field. Fifteen academic departments offer a variety of courses and more than 30 majors. Elective courses may provide for further concentration in a discipline, broader exposure in several disciplines, or for defining and meeting vocational goals. Meredith confers seven degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Science in Nursing, Bachelor of Music,

Master of Business Administration, Master of Education, and Master of Music.

## INDIVIDUALIZED STUDY

Meredith takes seriously the need for individualized educational experiences and provides several avenues for innovation. Special studies are available in all departments at the initiative of students or faculty and include individual studies, community internships, and special group courses in addition to those courses listed in the catalogue.

Off-campus study is available and encouraged for all students. Many departments provide opportunity for community internships. Through the Cooperative Education Program, a student may alternate a semester of full-time work with campus study. Under the auspices of Cooperating Raleigh Colleges, a student at Meredith may take courses and use facilities at any of the other five colleges in Raleigh without additional tuition. Meredith also has programs in cooperation with Drew University, American University, and Marymount College whereby a student may spend a semester in Washington, New York, or London.

Meredith also directly sponsors study abroad in several categories. The Meredith Abroad Program provides for summer study in Britain whereby a student may earn a full semester's credit at approximately the same cost as on campus. There are departmentally-sponsored overseas programs. In addition, a student may arrange through special studies an individualized program of study, or she may participate in programs sponsored by other institutions.

## CAREER DIRECTION

Career opportunities for women are greater now than they have ever been. Business, government, industry, and the professions hire women at all levels of employment, including top administrative and managerial positions. As a result of developing technology, there will constantly be, for both men and women, new jobs for which no descriptions now exist. Students with a liberal arts education will have many of the assets and qualities sought by employers. As thinking individuals with skills in analysis and communication, they will have acquired tools that make adaptation to specific jobs and to the changing job market possible.

In addition to offering 30 majors, all of which provide career direction in varying degrees, Meredith has designed some course sequences and internships for students with immediate career goals or interests in graduate or professional study. Or, using their electives, and with advice from their major department, students may custom design a cluster of courses which gives specific career direction to their required study in the arts, sciences, and humanities.

## *Pre-Professional Studies*

Sequences of courses are available and can be established through the guidance of qualified advisers. Pre-professional areas include medicine, dentistry, veterinary science, law, theology, library science, special education, social work, journalism, and others.

## *Teacher Education*

Teacher education constitutes a particularly significant portion of the academic program. All departments, individually and through the Teacher Education Committee, contribute to the planning of the program and, along with the Department of Education, accept responsibility for supervision of the student teaching experience. By combining professional requirements for a sound foundation in the arts, sciences, and humanities as well as a subject major, the College seeks to develop an effective teacher whose intellectual needs are met and whose abilities are developed both inside and outside the classroom. To insure that all strengths of the College contribute to the success of teacher education, a major field apart from teacher education is required. Meredith seeks to provide for the prospective teacher varied experiences which will result in the development of competencies for the pluralistic classroom, including the ability to provide for a healthy classroom climate, academic proficiency, professional growth, and community participation.

## *Social Work*

The major in social work is accredited by the Council on Social Work Education and is offered with a Bachelor of Arts degree. For details, interested students should consult the Department of Sociology and Social Work. (See pages 59 and 131-133.)

### *Medical Technology and Physician Assistant*

Meredith offers a degree program in medical technology in cooperation with the Duke Medical School and a degree program for the physical assistant in cooperation with Bowman-Gray School of Medicine. Details are available in the Department of Biology and Health Sciences, and on page 58 of this catalogue.

### *Nursing Program*

Meredith offers a Bachelor of Science in Nursing in cooperation with Duke University School of Nursing and Medical Center. The program is designed for the practicing registered nurse who is seeking preparation for the professional level. Candidates may receive transfer and/or examination credit for general education, basic science and clinical coursework. For details of the program, see page 82.

### *Professional Communications*

The Concentration in Professional Communications is a program offered through the Department of English for students interested in a variety of careers in communications, including journalism, broadcasting, public relations, and fund-raising. Though designed to emphasize the print media, this program can accommodate those students with interests in radio and television. More information is available through the Department of English and on page 59.

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# Admission

As a college committed to the development of the individual, Meredith seeks to enroll students who will benefit from the total educational program of the College. Each application is carefully evaluated on the basis of academic preparation, scholastic ability, character, purpose, and motivation. Admission is granted to qualified applicants without regard to race, creed, national and ethnic origin, or handicap.

Meredith College admits students as candidates for the degree of Bachelor of Arts, Bachelor of Music, or Bachelor of Science, either as entering freshmen, as transfer students from other colleges, or as students seeking a second baccalaureate degree. Students are accepted for entrance to the fall and spring semesters, which begin in August and January. In addition to her on-campus students, Meredith welcomes commuting students who plan to reside with parents, spouses, or other close relatives. The College also welcomes adult women from the local area.

Recognizing the stimulating environment produced by a diverse student body, Meredith actively seeks to enroll students of varying backgrounds, interests, and talents. While a large percentage of enrolled students come from North Carolina and other Southern states, students from a wide geographic area, including foreign countries, are sought. Students from minority groups, from all economic levels, from public and private schools, and from various religious backgrounds are encouraged to make application. Any student attracted by the program at Meredith but hesitant to apply because of financial need is encouraged to read carefully the catalogue section on financial assistance.

## FRESHMAN ADMISSION

### *Requirements*

To be considered for admission, a student must file an application, obtainable from the Office of Admissions, and the $15 non-refundable application fee. She must also submit the required secondary-school records, test scores, and recommendations. A health report is required of every student accepted for admission. Any student for whom the $15 processing fee is a severe financial hardship should write to the Office of Admissions for information about obtaining an application fee waiver.

#### Secondary-School Record

The most important admissions credential is the student's high school record, including her choice of courses, academic performance, and class standing. The high school transcript, complete with a listing of senior-year courses, should be submitted by a school official at the time of application.

Meredith takes a flexible approach to course requirements for admission. The

Welcome Lil' Sisters
We ♥ U

College will consider any applicant whose course preparation and academic performance indicate her readiness for the academic program here. An applicant is expected to present at least 16 units of secondary-school credit earned in grades nine through 12. Her program should include four units in English and at least nine additional credits chosen from English, foreign language, history, social studies, mathematics, and natural sciences. To prepare for the academic program at Meredith, a prospective student should take a strong college-preparatory program throughout high school. Careful attention is given to the applicant's grade average on the academic subjects.

The applicant's rank in class is a significant indicator of the quality of her high school work. Ordinarily a student is expected to rank in the upper half of her graduating class. Although in a typical freshman class over 65 per cent of enrolling students rank in the top quarter of their classes, Meredith seeks to serve any student who wishes to enroll and who shows promise of academic success here.

Admissions decisions are normally made during the applicant's senior year with acceptance being contingent upon continuing satisfactory academic performance and completion of the student's course of study.

**Scholastic Aptitude Test**

When reviewed in relation to the high school record and other information, Scholastic Aptitude Test (SAT) scores provide a valuable tool for assessing an applicant's potential for success in the academic program of the College. The range of test scores for enrolled students is wide because of the importance attached to strong performance in an academic curriculum in high school.

Each freshman applicant is expected to take the SAT of the College Entrance Examination Board and to have an official report of her scores sent to Meredith College. For admissions purposes at Meredith, this test should normally be taken no earlier than January of the junior year and usually no later than December of the senior year. Information and test registration forms may be obtained from the secondary school or from the College Board ATP, Box 592, Princeton, New Jersey 08541. While SAT scores are preferred, the College will accept scores on the ACT test battery of the American College Testing Program in lieu of SAT scores.

In the case of a student for whom English is a second language, scores on the Test of English As a Foreign Language or some other measure of competency may be requested in addition to or in lieu of SAT scores. (Foreign students, especially those who will be traveling on a student visa, should see page 21 for testing expectations.)

### Recommendations

References often provide insight into such qualities as initiative, inquisitiveness, motivation, purpose, maturity, creativity, and special talent. An applicant is asked to provide names of a school official, a teacher who has taught her in the eleventh or twelfth grade, and a third person of her choice who is well-acquainted with the student's personal and academic qualities. In some cases the admissions staff will ask for additional teacher references in specified subject areas in order to have further information about an applicant's scholastic abilities. The Office of Admissions writes directly to the references for recommendations to support the application.

### Health Record

For the benefit of the individual and the college community, a complete health report is required of each student prior to her entrance. The medical form accompanies the offer of admission; confirmation of a student's acceptance is dependent upon the receipt of the completed health report.

A handicapped student should be aware that admission will not be denied on the basis of that handicap. (This practice is in accordance with Section 504 of the Federal Rehabilitation Act of 1973, as amended and the regulations issued pursuant thereunto.) After the offer of acceptance, each applicant is given the opportunity to inform the College, if she wishes, of any handicap in order that any special accommodations that might be necessary can be arranged by the College.

### Interview

Although an admissions conference is generally not required, many prospective students find talking with a member of the admissions staff a helpful way to obtain information about the academic programs, campus environment, and student activities at Meredith. A conference can also provide the admissions staff with additional information about an applicant's interests, goals, and academic background. Conferences and campus tours may be arranged on weekdays or Saturday mornings by writing or telephoning the Office of Admissions. (See page 154.)

In some cases the admissions staff, as a means of better determining her readiness for the curriculum at Meredith or for advisory purposes, may request a conference with an applicant.

A prospective music major will need to schedule an audition and interview with the music faculty prior to her enrollment at Meredith. Many applicants find it helpful to arrange these sessions during the application period so that the evaluation made by the music faculty can become an additional part of her admissions records. Any student

planning to apply for a competitive music scholarship should definitely plan to audition prior to March 1 of her senior year. (See page 35.)

**Credentials for Adult Students**

A woman 23 years of age or older, who wishes to enter a degree program, may qualify for admission either by fulfilling freshman admissions requirements or by successfully completing a pre-arranged program as a re-entry student. If she chooses to meet freshman admissions requirements, she may in some instances be advised by the Office of Admissions to substitute other standardized test scores for the SAT. If she wishes to take advantage of the opportunity to enter initially as a re-entry student, her academic performance at Meredith, while in that category, becomes the primary criterion for gaining admission to the degree program. (See pages 24 and 60.)

## *Early Decision Plan*

A student who definitely desires to attend Meredith College may wish to apply under the Early Decision Plan. Such a student must file her application *by October 15* of her senior year along with a statement indicating that she is applying only to Meredith and requesting an early decision. She should take the SAT prior to her senior year.

The College takes action on early decision applications by November 15 and notifies each candidate immediately of the decision. Accepted students are required to make by December 15 a $100 advance deposit, a non-refundable payment that applies toward freshman year expenses. For information about applying for an early decision on financial aid, see page 32.

Early acceptance is not realistic for every applicant under this plan of admission. A student may be notified that action on her application has been deferred pending the receipt of more information, such as first-term grades or senior-year SAT scores. Such a student is guaranteed unbiased consideration under the regular admission program and is freed from her commitment to apply only to Meredith. The Early Decision applicant whose credentials show that she is clearly unqualified for admission is notified that her request for admission has been declined.

## *Regular Admission Plan*

A prospective freshman is encouraged to submit her application and supporting credentials in the fall of her senior year. Beginning in mid-December, the College takes action on applications as quickly as possible after all necessary credentials are received and notifies students promptly of its decisions.

Applications are received for consideration as long as space in the entering class allows. Although in most years the College is able to consider some students who apply after this date, February 15 is the recommended deadline for filing application as an on-campus student. Applications from commuting students can usually be accommodated into the summer months.

Meredith College subscribes to the Candidates' Reply Date. An accepted student is expected to make a $100 advance deposit by May 1. This non-refundable deposit will apply toward her expenses in the freshman year.

An application should be filed no later than December 1 if a student is seeking admission to the spring semester. A student accepted for the spring term is expected to make a $100 advance deposit by December 1 or 10 days after the date of acceptance, whichever date is later. This non-refundable deposit will apply toward her expenses in the spring semester.

## *Advanced Placement and Credit*

The student who has completed the equivalent of college-level study through high school courses, independent study, or any other means may wish to seek advanced placement and credit at Meredith College. Competency in a subject area can be established through satisfactory performance on one of the following tests: an Advanced Placement Examination of the College Entrance Examination Board (CEEB); a special departmental examination; a CEEB Achievement Test in French, German, Latin, or Spanish; and/or a subject examination in Introductory Calculus and Introductory Sociology of the College-Level Examination Program. Further information about these opportunities may be obtained by writing the Office of Admissions.

## *Credit for Extra-Institutional Instruction*

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions, may wish to seek advanced placement and credit at Meredith College. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department head to decide upon any credit given. In some cases, departmental examinations will be used for determining credit. Fifteen hours of credit is the maximum amount that may be awarded for extra-institutional instruction. Further information may be obtained by writing to the Office of Continuing Education.

## TRANSFER ADMISSION

Each year Meredith admits a number of qualified applicants who transfer from other colleges or universities. Meredith also considers applications from students who wish to transfer from technical, business, Bible or nursing schools. There are particular procedures and requirements for applicants from these institutions. (See page 19.)

Students are admitted at all class levels, but at least one year must be completed at Meredith College as a requirement for graduation. (See page 68, Residence Credit Requirements.) Students who wish to seek a second baccalaureate degree follow the admission procedures for transfer students. See page 54 for information regarding credit requirements for a second degree program.

### *Requirements*

To be admitted for advanced standing at Meredith, the student is expected to have at least an overall C average on work attempted at other institutions, to be eligible to return to the last institution regularly attended, and to be recommended by college officials. All applicants should be aware that in computing the overall grade average, all college-level work attempted, except orientation and physical education activity courses, is considered.

An applicant having less than 30 semester hours of college credit at the time of application must also meet freshman admissions requirements, including submitting scores on the Scholastic Aptitude Test. In some instances, a student having 30 or more semester hours of credit may be asked to present satisfactory scores on standardized tests of academic achievement.

Although an admissions conference is generally not required, in some instances the admissions staff, as a means of better determining her readiness for the curriculum at Meredith or for advisory purposes, may request a conference with an applicant.

When admission is granted before the end of a term in which the applicant is enrolled, her admission is contingent upon satisfactory completion of her course of study. Admission is always contingent upon receipt of a complete medical report. Information about the health record is found on page 15.

### *Credentials for Adult Students*

A woman 23 years of age or older, who wishes to enter or resume a degree program begun earlier, may qualify for admission either by fulfilling admissions requirements for advanced standing or by successfully completing a pre-arranged academic program as a re-entry student. If she wishes to enroll as a re-entry student before completing the admissions process, her

academic performance at Meredith while a re-entry student becomes the primary criterion for gaining admission to the degree program (See pages 24 and 60.)

## *Procedure*

To be considered for fall transfer admission, a student should file a transfer application, obtainable from the Office of Admission, and the non-refundable $15 processing fee, by the recommended deadline of February 15. The College will consider students who apply as on-campus residents after February 15 if residence space is available. Applications from commuting students can usually be considered into the summer months. A student seeking entrance to the spring semester should file her transfer application and fee by December 1.

Applicants for fall or spring are responsible for having an official transcript sent to Meredith from each college or university attended (including summer school) and, if enrolled at the time of application, a list of courses in progress. The student must provide the names and addresses of her previous dean of students (or similar official), a college professor, and a third person of her choice. The admissions staff sends the student a reference form to forward to the dean of students, and it writes to the other references for supporting recommendations.

Fall transfer application evaluation begins in late February if all required credentials, including first-semester grades (if currently enrolled), are received. Decisions go out as quickly as possible after the evaluation process begins. An accepted student for fall must pay a $100 non-refundable advance deposit by May 1. Spring transfer evaluation begins by late October if all required credentials are on file. Decisions continue on a rolling system of admission after the evaluation process begins. If accepted for the spring term, a student must pay a $100 advance deposit by December 1 or 10 days after the date of acceptance, whichever date is later.

## *Procedures and Requirements for Students from Technical, Business, Bible, and Nursing Schools*

Because the academic backgrounds of students from technical, business, Bible, and nursing schools are so varied, the credentials used in the evaluation of an application are established on an individual basis. To be considered for admission, a student from a technical, business, Bible, or nursing school should follow the procedure described on pages 18-19. In addition, she should have her secondary school send the Office of Admissions a transcript of her high school record and her scores on all standardized tests of scholastic aptitude and achievement taken. She should also request the technical, business, Bible, or nursing school to send a report of her scores on any standardized tests taken while enrolled at that institution.

To be admitted to Meredith, the student from a technical, business, Bible, or nursing school is expected to have at least a cumulative C average on all courses attempted and on all courses for which credit will be granted. See page 69 for a description of the evaluation of credits from technical, business, Bible, and nursing schools. Furthermore, she is expected to be eligible to return to the last institution regularly attended and to be recommended by college officials. The student having less than 30 hours of acceptable credit must also meet freshman admissions requirements. In some instances, a student having 30 or more semester hours of acceptable credit may be asked to meet freshman admissions requirements or to present satisfactory scores on specified standardized tests of achievement.

## *Evaluation of Credit*

When a student is approved for admission with advanced standing, the registrar will prepare for her a credit evaluation.

See pages 68, 69, and 70 for information about credit regulations. Special attention is called to the maximum credit accepted from a two-year college (66 semester hours) and from a nursing school (35 semester hours). Attention is also called to the statement about the minimum number of semester hours, including courses in her major fields, that a student must take at Meredith.

## INTERNATIONAL STUDENTS

Meredith welcomes the international student whose previous course of study and English proficiency have prepared her for the academic program. In filing an application for admission, a foreign student must submit an original transcript from each secondary school, college, or university attended; an official copy of each diploma or educational certificate received; and an official score report of any national examinations. Except in cases where English is her native language or principal language of instruction, the foreign student must submit scores on the Test of English As a Foreign Language, which is administered by the College Entrance Examination Board in her local country. A student well-schooled in English should substitute the Scholastic Aptitude Test.

An international student judged academically admissible will be required to give proof of financial responsibility for her education and to submit a complete health form. These conditions of admission must be met before her admission will be confirmed and before an I-20 form for obtaining a student visa will be issued. For her own benefit, the student should be certain that she has adequate health and accident insurance before traveling to the United States.

When planning for study at Meredith, an applicant should be aware that financial aid resources for foreign students are limited. Each year there are a few scholarships ranging up to $1,000, depending upon need, and sometimes a campus job is possible. A student and her family, however, should expect to be primarily responsible for the international student's expenses.

This school is authorized under Federal law to enroll non-immigrant alien students. Further information and application materials are available from the Office of Admissions.

## RE-ADMISSION OF FORMER STUDENTS

A student who was previously enrolled at Meredith but who did not complete the semester immediately preceding the term she wishes to enter must apply for re-admission. A special application, obtainable from the Office of Admissions, and a $5 non-refundable fee are required. The student is responsible for having sent to the Office of Admissions an official transcript and a statement of honorable dismissal from each college or university attended since last enrolled at Meredith. Other credentials

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MEREDITH COLLEGE
A BAPTIST COLLEGE FOR WOMEN, CHARTERED 1891, OPENED 1899, NAMED FOR THOMAS MEREDITH, THE FOUNDER OF THE BIBLICAL RECORDER, 1835.
DEPARTMENT OF CONSERVATION AND DEVELOPMENT 1942

necessary to support an application for re-admission are obtained by the Office of Admissions and include recommendations from references listed on the application as well as the student's previous academic and personal records at Meredith. If adequate health information is not on file at the College, the student accepted for admission will be required to submit the necessary medical records.

If a student applying for re-admission was not eligible to return at the time she left Meredith, she should provide some evidence of current readiness to resume her academic program. The evidence may be in the form of a transcript of work completed at another institution, a personal statement, and/or statements from references. Once her application for re-admission is complete, the admissions office refers it to the academic dean, who appoints an academic review committee to determine if the application gives promise of the student's being academically successful on return to Meredith. The membership of this committee is normally the same as that of the academic retention committee which considered her academic situation at the time she was suspended. (See page 75 for a description of the academic retention committee.) The admissions office notifies the student of the decision the academic review committee makes in regard to her request for re-admission.

A student who is approved for re-admission to the College after an absence of more than a year will comply with the requirements either of the catalogue under which she is re-admitted or those of a subsequent bulletin. In evaluating credit earned more than 10 years prior to re-enrolling at Meredith, the registrar will consult with the appropriate departmental head.

A former Meredith student who is 23 years of age or older may wish to follow the procedure for adult students described on page 24 before applying for re-admission.

## PART-TIME STUDENTS

A part-time student is one qualifying for a degree who enrolls for not more than 11 credit hours a semester. Such a student must meet the entrance requirements and admission procedures outlined above.

## SPECIAL ADMISSION PROGRAMS

### *Special Students*

Special students in the following categories may enroll at Meredith in credit courses without conforming to the usual admissions process:

1. A student who has authorization for credit at Meredith from another college may register for courses with credit. The statement of authorization should be sent to the registrar. The student registers in the Office of the Registrar on the opening day of the term.
2. A certified public school teacher who enters for credit to be applied toward the renewal of certification requirements may register for courses with credit. Evidence of certification should be submitted in advance to the registrar. The student registers in the Office of the Registrar on the opening day of the term.

3. A college graduate wishing to pursue a teacher certification program files an application and an official transcript with the Department of Education. On admission to the program the student receives from this department guidance concerning course selection and registration procedures. The student must take at least 30 semester hours at Meredith in order to complete the certification program. (See II. B. on page 92.)
4. A student who is 23 years of age or older and is interested in completing a Meredith College degree may enroll as a re-entry degree candidate without fulfilling regular Meredith admission requirements. This student enters through the Office of Continuing Education where a program of a maximum of 15 semester hours credit is planned for her. This prearranged program serves as an admission criterion for subsequent application for regular admission. The credits earned as a re-entry degree student will be applied toward the student's degree if she is admitted as a degree candidate.
5. A student who is 23 years of age or older and not interested in completing a Meredith College degree may register for courses for credit as a special student. This student registers in the Office of the Registrar on the opening day of the term.
6. A student applying for admission to the Bachelor of Science in Nursing Program enrolls initially as a re-entry student through the Office of Continuing Education (see 4. above). She must be a registered nurse, holding an associate degree or a diploma in nursing. Evidence of licensure is required.

## *Senior Scholars Program*

High School senior girls in the local area who are ready to undertake college-level study may enroll as special students in courses at Meredith. A student approved for participation in the Senior Scholars Program may attend classes for college credit in the summer prior to her senior year or in either or both semesters of her senior year. Information about admissions requirements and enrollment procedures and Senior Scholar application forms are available from the Office of Admissions.

## CONDITION OF ADMISSION

Every person admitted to the College as a student agrees to the following condition of admission: That Meredith College reserves the right to suspend or to exclude at any time any student whose academic standing or conduct is regarded by Meredith College as undesirable or unacceptable.

## ORIENTATION-REGISTRATION

An orientation program is provided prior to the start of classes for students entering in August. (See page 41 for a description of the program and page 152 for the date new students are expected to arrive.) All freshmen and transfer students are expected to take part in the orientation program. Information about this program and the opening of residence halls is sent in late July to all new students by the Office of Dean of Students.

For students entering in January, the dean of students coordinates an abbreviated orientation program. Information concerning orientation and the opening of the residence halls is sent to the student after she is accepted for admission.

## SUMMER SESSION

During the summer, the College operates three three-week terms.(See page 153 for dates.) Students accepted for admission to the fall term as well as those previously enrolled at Meredith may attend. Students of other colleges and universities are also welcome provided they have the permission of their home institutions to take particular courses. By attending summer sessions a student can complete her degree program in less than the usual four-year period.

Full information about the summer session may be obtained by writing to the registrar. See page 24 for information about the Senior Scholars Program for rising high school senior women in the local area.

VisiCorp
VisiCorp

# Finances

In these days of rising costs, Meredith College attempts to keep expenses at a minimum for the students. The fees detailed on the following pages by no means cover the needs of the College; financial support from many sources enables Meredith to offer its program at reasonable rates.

Because the costs of labor, materials, and food are uncertain, the College reserves the right to change its fees for room and board at the beginning of each semester if conditions make the adjustment necessary. Students will, of course, be given advance notice of any change to be made. Financial aid is available to students whose needs qualify them for assistance.

The charges to resident students for room and board cover rent for a shared room in a residence hall (see page 142 for a description of the residence halls), the cost of three full meals a day for seven days a week in the dining hall, and routine services from the infirmary. On-campus residence itself entitles the student to meals in the dining hall so there are no meal tickets.

Each dormitory room is equipped with a telephone. There will be monthly charges for equipment rental and long distance service. There is no installation fee.

## TUITION AND FEES

Full-time students include all resident students and others taking 12 or more credit hours. Part-time students are non-resident students taking fewer than 12 hours. Special students are non-resident students taking credit courses but not pursuing a degree; their tuition charges are determined by their course loads.

### *Full-Time Students*

(12-18 credit hours and all resident students)

| | *Semester* | *Year* |
|---|---|---|
| Resident Students | | |
| Tuition | $ 1,965 | $ 3,930 |
| Room, board, and infirmary | 860 | 1,720 |
| | $ 2,825 | $ 5,650 |
| Commuting Students | | |
| Tuition | $ 1,965 | $ 3,930 |

### *Part-Time Students*

(1-11 credit hours)

Tuition (for credit or audit) .... $140 per credit hour

### *Additional Course Fees*

Credit in excess of 18 hours ......$140 per credit hour

**Applied Music**

| | |
|---|---|
| Full-time students | |
| 1 half-hour lesson weekly | $ 60 |
| 2 half-hour lessons weekly | $ 105 |
| Class lessons in piano | $ 55 |
| Class lessons in guitar | $ 55 |

Part-time students (for credit)

Tuition of $140 per credit hour plus the following fees:

| | |
|---|---|
| 1 half-hour lesson weekly | $ 60 |
| 2 half-hour lessons weekly | $ 105 |
| Class lessons in piano | $ 55 |
| Class lessons in guitar | $ 55 |

Part-time students (no credit)

| | |
|---|---|
| 1 half-hour lesson weekly | $ 175 |
| 2 half-hour lessons weekly | $ 350 |
| Theory-musicianship classes | |
| Students taking private applied lessons at Meredith | $ 15 |
| Students not taking private applied lessons at Meredith | $ 55 |
| Class lessons in piano 1 hour per week | $ 105 |
| Class lessons in guitar 1 hour per week | $ 105 |
| Suzuki violin classes - 1 half-hour lesson weekly (group) | $ 120 |
| Pace piano classes - two 45 minute classes per week | $ 240 |

### Art

Studio fees vary from $15 to $45 per course to cover expendable materials.

### Education

| | |
|---|---|
| EDU 439 – Student Teaching | $ 65 |

### Equitation

| | |
|---|---|
| Full-time students | |
| 2 lessons weekly | $ 150 |
| Part-time students | |
| 1 lesson weekly | $ 150 |
| 2 lessons weekly | $ 250 |

### Home Economics

HEC 455 – Home Management

| | |
|---|---|
| Non-Residents | $ 60 |
| Married Students | $ 15 |

### Photography

| | |
|---|---|
| All black and white courses | $ 45 |

### Physical Education

Golf, bowling, racquetball, and snow skiing fees are set at the beginning of each semester.

### Auditing Courses

| | |
|---|---|
| Full-time students | no charge |
| Part-time students | $140 per credit hour |

*Students from the Cooperating Raleigh Colleges pay the same additional course fees as full-time Meredith students.*

*Books, art supplies, gym clothes, and other instructional expenses are not included in the above charges.*

## *Resident Damage Deposit*

A Resident Damage Deposit of $50 shall be paid by each resident student upon enrollment at Meredith College. The $50 deposit, minus any charges, will be returned to the student upon graduation or withdrawal from the college.

If at any time the charges against the deposit exceed $30, the student will be assessed whatever amount necessary to return the deposit to the original $50.

Deposit funds are held in an escrow account and earned interest is credited to the Meredith College Parents' Association.

## *Special Fees*

| | |
|---|---|
| Application fee for new students | $ 15 |
| Application fee for students seeking re-admission | $ 20 |
| Record evaluation | $ 5 |
| Graduation fee<br>(partially covers direct cost of graduation) | $ 20 |
| Transcripts | $2.00 each |
| Breakage fee<br>Students will be billed for unjustifiable damage to college property. | |
| Health services<br>Resident students are not charged for the ordinary services of the college physician and nurses and/or for the use of the infirmary. Students will be billed for additional service in case of serious or prolonged illness, for all special medical prescriptions, x-rays, and fluoroscope. Only emergency service is supplied for non-resident students. | |
| Boarding a horse | $125 per month |

# TERMS OF PAYMENT

## *Payment Schedule*

Application fee . . . . . . . . . . . . . . . . . . . . . . . . . . . . . $15

Advance payment for all entering students . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . $100

Students who are accepted on the Early Decision Plan must make payment on or before December 15. Other new students are required to make this advance payment on or before May 1. For the student accepted after April 21, the deposit must be made within 10 days after acceptance. This payment is not refundable and does not include the non-refundable $15 fee which must accompany the application of each new student.

*New students for the spring semester are required to make this deposit on or before December 1. The student accepted for January enrollment after November 21 must make the deposit within 10 days after acceptance. This non-refundable deposit will apply toward fees for the spring semester.*

Advance payment for returning students . . . . . . . $100

All returning resident students must make this deposit before February 15. The fee will be credited to the returning student's account. For resident students who withdraw after the payment of the deposit, $85 will be refunded if the request is received by May 1.

| | *Resident* | *Commuting* |
|---|---|---|
| Advance Payment | $ 100 | $ |
| At the beginning of the first semester | 1,535 | 1,155 |
| In the middle of the first semester* | 1,190 | 810 |
| At the beginning of the second semester | 1,635 | 1,155 |
| In the middle of the second semester* | 1,190 | 810 |
| | $ 5,650 | $ 3,930 |

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**Charges for additional fees are added to the mid-semester payments.*

## *Tuition Remission for North Carolina Residents*

North Carolina Legislative Tuition Grants are available to legal residents of North Carolina who are full-time students at private colleges and universities in North Carolina. The exact amount of the annual grant can be determined only after the North Carolina General Assembly makes its biennial appropriation and after the total statewide enrollment of eligible students is known. The grant for 1984-85 was $850.

In order to receive a North Carolina Legislative Tuition Grant, the student must complete an annual application form provided at registration or available in the Office of the Registrar. She must be determined an eligible recipient according to the state guidelines and must be certified by the registrar. The grant will be credited to her mid-semester bill for each semester in which she qualifies.

## *Deferred Payment Plan*

For students and parents desiring to pay educational expenses in monthly installments, a low cost deferred payment program is available through Academic Management Services, Inc. 1110 Central Ave., Pawtucket, Rhode Island 02861

## *Refund Policy*

If a student withdraws or is dismissed from Meredith before the end of a semester, she is responsible for the following percentage of the full semester tuition:

| | |
|---|---|
| Up to and including the 5th day of classes | 0% |
| 6th through 10th day of classes | 20% |
| 11th through 20th day of classes | 40% |
| After 20th day of classes | 100% |

Refunds due will be mailed from the accounting office to the student upon receipt of an official withdrawal notification from the Registrar.

The same refund policy will apply for reduction of credit hours above the 18 hour level and for part-time students who drop courses.

Board will be refunded on the basis of the weekly charge for the number of weeks remaining in the semester following the week of withdrawal.

No refund will be made for room charges.

If a student is receiving financial assistance, the accounting office first determines the total amount of refund that is in order according to the formula stated above and then prorates the amounts to be repaid to the various aid funds and, if applicable, to her or her parents. Because

earnings from a campus job are paid directly to the student during the academic year, this form of aid is not subject to the refund policy.

### *Contractual Agreement*

The preceding statements as to charges and terms of payments are the equivalent of a contract between the College and its students. Neither the president nor the vice president for business and finance modifies these regulations without specific authorization from the Meredith Board of Trustees. A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been made with the business office. Under no circumstances will a student's transcript or diploma be released until her account is paid in full.

## FINANCIAL ASSISTANCE

Meredith offers a student assistance program which seeks to help meet the financial need of each student. All degree candidates—including freshman and transfer applicants, on-campus and commuting students—are eligible to apply for financial assistance. While the student's family is expected to assume responsibility for her education by meeting expenses as completely as possible, it is the aim of Meredith that no student will be denied the opportunity to attend because of financial circumstances.

The assistance program is administered on a need basis without regard to race, creed, national and ethnic origin, or handicap. A foreign applicant should consult page 21 for assistance available to students from other countries.

### *Principles and Procedures*

#### The Need Concept

While acknowledging that students should be recognized for outstanding achievement, Meredith, in general, awards financial assistance to a student on the basis of her analyzed financial need. Need is the difference between what a family can contribute and what the College estimates as a reasonable overall cost for attending Meredith for one year. As the basis for determining need, each year an aid applicant must file a Meredith financial assistance application and a Financial Aid Form (FAF) to the College Scholarship Service (CSS).

For the on-campus student, the cost of attending includes tuition, room and board, and an estimated $1100 for books and supplies and miscellaneous personal expenses, including transportation. The educational cost used by the financial aid office in its calculation of need for an on-campus student for 1985-86 is $6,750. For the dependent commuting student living with her parents, the cost of attending includes tuition and an estimated $1,100 for food, books and supplies, and miscellaneous personal expenses, including local transportation. The total educational cost used by the financial aid office in its calculation of need for a full-time, dependent commuting student for 1985-86 is $5,530. The educational cost for a part-time student or an independent student is determined on an individual basis. Further information about student costs may be obtained by conferring with the financial aid officer.

**Application procedures**

An entering student who wishes to apply for any kind of financial assistance should proceed as follows *before February 15:*

1. Return a Meredith financial assistance application to the financial assistance office. Although admission must be approved before the application for financial assistance can be reviewed, she does not have to be accepted before applying for financial assistance.
2. Have her parents submit a Financial Aid Form (FAF) to the College Scholarship Service (CCS), designating Meredith (code number 5410) as an institution to receive a copy. The FAF may be obtained from her high school counselor or her college financial assistance office.

The student who is applying for admission under the Early Decison Plan and who wishes an early decision on financial assistance should proceed as above *before October 15* of her senior year. If all required forms are received on time, she will be informed about her assistance by December 1. Should she later be named a recipient of one of the competitive scholarships, her award may be adjusted.

An application for financial assistance must be filed each year. Therefore, an enrolled student who wishes to apply for financial assistance should proceed as follows *before February 15:*

1. Obtain from the financial assistance office a Meredith financial assistance application and a FAF. Have her parents complete the FAF and assist her in completing the financial assistance application.
2. Return *both* forms to the Office of Scholarships and Financial Assistance, along with a *check* made payable to the College Scholarship Service to cover its processing fee. The FAF and accompanying check will be forwarded by the College to CSS for processing.

Entering and returning students should note the priority dates. Applications filed after those dates will be considered as funds allow. Transfer students, in addition to applying for financial assistance, must have a Financial Aid Transcript (FAT) completed

by the financial assistance office at all undergraduate schools previously attended even if they have not previously received financial assistance. FAT(s) are available in the Meredith financial assistance office. It is the responsibility of the student to see that the form(s) is/are completed.

### The Award

The financial assistance office evaluates each individual's particular situation and awards the most appropriate package of assistance. Scholarships, loans, grants, and student employment are used, usually in combination, to help the eligible student meet the cost of attending Meredith.

### Notification of Awards

All entering students applying for financial assistance, including applicants for competitive scholarships, will be informed of the College's decision by April 1. Students accepted for admission under the Early Decision Plan will be informed of assistance awards by December 1. Returning students can expect notification concerning awards by mid-April.

### Payment of Award

Scholarships awarded by Meredith are credited automatically to the student's college account. For federal grants and loans, vouchers are issued to the student and held in the accounting office for the student's endorsement and crediting toward her account.

The accounting office issues monthly checks during the school year to students having campus jobs.

### Renewal of Assistance

Once committed to a student in a program of financial assistance, Meredith continues to help her if her need persists and she is making satisfactory progress as specified in a statement available in the Office of Scholarships and Financial Assistance. The award may vary from year to year in both type and amount, depending upon funds available and the applicant's need.

### Students' Rights and Responsibilities

A student receiving financial assistance has certain rights and responsibilities. For any necessary revision in her current assistance award, a student may request an explanation of the revised award and reconsideration in light of any additional information she can provide. A student has the right to make a similar request in regard to any adjustment in the amount of her award for a subsequent year.

In regard to the responsibilities of a student receiving financial assistance, a full-time student is responsible for advising the financial assistance office if her course load drops below 12 semester hours for any semester covered by the award. A part-time student has the same responsibility if her course load for any semester covered by the award drops below the number of hours specified on her assistance application. Other responsibilities of an assistance recipient include completing all forms and special applications requested by the financial assistance office; reporting to the accounting office on request to endorse vouchers and/or checks and, if applicable, to sign a loan promissory note and to have a loan exit interview before withdrawal or graduation; and fulfilling the obligations described in her job contract if earnings from a campus job are part of her assistance award.

Another area of student responsibility relates to previous enrollment at Meredith . In order to be eligible for most federal assistance programs, a student must not owe a refund on a previously awarded grant or be in default on payments for loans in repayment status. A Financial Aid Transcript from previous colleges attended is necessary before the financial assistance process can be completed.

## *Types of Assistance*

### Competitive Scholarships

#### *Julia Hamlet Harris Scholarships*

These scholarships are named for Dr. Julia Hamlet Harris, who bequeathed the College her estate with the request that it be used for scholarships for promising and deserving students. Each year 12 scholarships are awarded to outstanding freshman applicants having superior academic credentials. Recipients of these awards are designated as Harris Scholars. Scholarship stipends in this competitive program range from $500 to $1,500 per year, depending on the financial need of the recipient.

An applicant for admission who wishes to be considered for a Harris scholarship should file the special Julia Hamlet Harris Scholarship Application in the Office of Admissions by February 15. If she is applying for more than the minimum stipend, by February 15 her parents must also submit a Meredith financial assistance application to the Office of Scholarships and Financial Assistance and a Financial Aid Form to the College Scholarship Service.

Finalists in this competition will be invited to the campus on a Friday or Saturday in March for interviews with the faculty selection committee. The selection of the Harris Scholars is made on the basis of scholastic achievement, intellectual promise, and leadership ability.

A Harris Scholarship is renewed annually subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all courses taken at Meredith.

The continuing Harris Scholar with financial need must file the required forms in the financial assistance office.

*Music Talent Scholarship*

Each year three Music Talent Scholarships are awarded to freshman applicants with superior talent who plan to major in music. Students in any field of music are eligible for consideration. The amount of each Music Talent Scholarship varies from $500 to $1,500 per year according to the recipient's financial need.

To be considered for a Music Talent Scholarship, a prospective freshman must file the special Music Talent Scholarship Application in the Office of Admissions by February 15. If she is applying for more than the minimum stipend, by February 15 her parents must also submit a Meredith financial assistance application to the Office of Scholarships and Financial Assistance and a Financial Aid Form to the College Scholarship Service.

Though financial need determines the amount of the scholarship stipend, the selection is based completely on musical ability, previous performance, and potential achievement in the field of music. On the basis of auditions in the fall or winter, finalists are chosen in late February by the Department of Music and the Performing Arts; the finalists are invited to the campus on a Saturday in March for another audition and interviews with the music faculty.

A Music Talent Scholarship is renewed annually subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all music courses taken at Meredith. The continuing music scholar with financial need must file the required forms in the financial assistance office.

### *General Scholarships*

Meredith provides a number of general scholarships for entering and continuing students with financial need.

### *North Carolina Contractual Scholarships*

North Carolina Contractual Scholarships are available to eligible students through funds appropriated by the North Carolina General Assembly for students attending private colleges and universities in the State. For a student to be eligible for such an award, she must be a legal resident of North Carolina and have financial need. Because the awards are based on need, the scholarship stipends vary.

### *Missionary Allowance*

A junior or senior certified by her local church as one planning to be a missionary will receive an allowance of $100 on her expense for the year.

## Endowed Scholarships and Loans

Friends of Meredith have provided funds to establish a number of endowed scholarships and loans. In many cases donors have made specific restrictions affecting the awards. The scholarships, which are awarded annually, are normally used in conjunction with other forms of assistance. The loan funds are used as needed for meeting financial need. Scholarships and loans are administered as a part of the Financial Assistance program and students do not apply for a specific scholarship or loan.

Earnings from the following funds are available for loan purposes:

*The Elizabeth Avery Colton Loan Fund*
*The Louis M. Curtis Loan Fund*
*The Dr. and Mrs. O.S. Goodwin Loan Fund*
*The Mabel L. Haynes Loan Fund*
*The Betty Hewlett Hurst Loan Fund*
*The John W.M. Hicks Loan Fund*
*The Mr. and Mrs. John Billingsley Ingram Loan Fund*
*The Henrietta S. Jarman Loan Fund*
*The Edna Tyner Langston Loan Fund*
*The Masonic Loan Fund*
*The Helen Josephine Neal Loan Fund*
*The Old Student Loan Funds*
*The Olive Chapel Loan Fund*
*The William H. Reddish Loan Fund*
*The Ada Middleton Stanback Loan Fund*
*The W.A. Thomas Student Loan*
*The William C. Vick Loan Fund*

The following scholarships are also available:

*James Larkin and Iona Mae Ballou Trust*
*Dr.J.T.J. Battle Scholarship*
*Fred C. and Irene Bonhardt Scholarship*
*Annie and John Bostic Scholarship*
*Charles Brewer Scholarship*
*Love Belle Brewer Scholarship*
*Margaret Highsmith Brown Scholarship*
*James E. and Mary Z. Bryan Scholarship*
*Maude Bunn Scholarship*
*Ruth Deaton Burnett Scholarship*
*E.N. Carr Scholarship*
*Z.M. Caveness Scholarship*

*Clancey Memorial Scholarship*
*Edwin S. and Goldie Coates Scholarship*
*Isabelle Coleman Scholarship*
*James Collier Scholarship*
*Elizabeth Avery Colton Scholarship*
*Beulah Rimmer Craig Scholarship*
*Craig-Davis Honors Scholarship*
*K.G. Davenport Dapore Scholarship*
*Essie Dale Hunter Dickson Scholarship*
*Elizabeth James Dotterer Scholarship*
*Durham Corporation Education Endowment Fund*
*Lucille Lawrence Ellis Scholarship*
*Myrtle Hart Farmer Scholarship*
*Hester P. Farrior Scholarship*
*Lucy Teague Fassett Scholarship*
*Lillie Grandy Scholarship*
*Addie Jones Hall Scholarship*
*Fuller B. Hamrick Scholarship*
*Julia Hamlet Harris Scholarship*
*Shearon Harris Graduate Scholarship*
*Mattie Jenkins Henderson Scholarship*
*Paula Green Hester Scholarship*
*Ella Greenwood Holcomb Scholarship*
*Sally Wills Holland Memorial Fund*
*Ruth Tucker Holleman Scholarship*
*M.A. Horner Scholarship*
*Mabel Andrews House Scholarship*
*Nannie Willis Hunter*
*Hattie McCauley and Arthur James Scholarship*
*Mary Lynch Johnson Scholarship*
*Moses S. Jones Scholarship*
*William W. Lawrence Scholarship*
*Ida Belle Ledbetter Scholarship*
*Robert H. Lewis Scholarship*
*Mr. and Mrs. W.H. Matthews Scholarship*
*Quentin Oliver McAllister Scholarship*
*Mona Blevins McGilvray Scholarship*
*Wilma L. McCurdy Scholarship*
*Ralph McLain Memorial Fund*
*Margaret Mason McManus Scholarship*
*Leroy Martin Scholarship*
*Charles E. Merrill Scholarship*
*Charles S. Mitchell Scholarship*
*First Baptist Church New Bern Scholarship*
*Nancy Newlin Memorial Fund*
*Mary Crawford Norwood Scholarship*
*Margaret Faucette Parker Music Scholarship*
*Elizabeth Fleischman Patrick Scholarship*
*Perry-Harris Scholarship*
*Carolyn Peacock Poole Scholarship*
*Ida Poteat Scholarship*
*Theodore Presser Scholarship*
*Thomas B. Pruitt Scholarship*
*Z. Smith Reynolds Scholarship*
*Royster-Parker Scholarship*
*Ellen Amanda Rumley Scholarship*
*Ruth F. Singleton Scholarship*
*Oliver Larkins Stringfield Scholastic Fund*
*Jane Watkins Sullivan Scholarship*
*Emma Barber Towler Scholarship*
*Myrtle King Turner Scholarship*
*Marion Fiske Welch Creative Writing Scholarship*
*Wescott-Daniels Scholarship*
*Martha McKeel Whitehurst Scholarship*
*Duvall Williams Scholarship*
*Lena Mae Williams and Lena Stone Williams Schoarship*
*Annie Womble Scholarship*
*Lucile Ward Yarbrough Scholarship*

Once upon a time

### Campus Employment

A variety of on-campus jobs provide a financial assistance resource in the form of campus employment. For the assistance recipient, the estimated earnings are included in her assistance award. Compensation, at minimum wage, is paid monthly directly to the student. Freshman are generally not allowed to work on campus.

### Federal Assistance Programs

In addition to its own programs of financial assistance, Meredith offers assistance through the federal programs listed below. Recipients of these programs must be U.S. citizens or permanent residents of the U.S., must be enrolled for at least six semester credit hours, and must be making satisfactory progress toward graduation.

#### *PELL Grant*

These federally-sponsored grants are available to eligible students attending approved post-secondary institutions. The amount of a student's grant is determined on the basis of her own and her family's financial resources. All assistance applicants must apply for a PELL Grant.

No separate application is required as the Financial Aid Form (FAF) to the College Scholarship Service serves as the application when it is properly completed. Following an analysis of the FAF a Student Aid Report (SAR) is sent to the student. The student is required to send the SAR to the Meredith Scholarships and Financial Assistance Office regardless of her eligibility.

#### *Supplemental Educational Opportunity Grants*

These grants have been established by the federal government to assist students with analyzed financial need.

#### *National Direct Student Loan*

This program, funded by the federal government and administered by Meredith , makes available low-interest loans to students with financial need. A student is obligated to repay the loan with interest within a 10-year period. Repayment begins six months after graduation, at termination of study, or at reduction to less than half-time study.

#### *College Work-Study Program*

Many of the students assigned to campus employment are participating in the federally-sponsored College Work-Study Program.

*Guaranteed Student Loan*

Under this program, a student may be eligible to borrow as much as $2,500 a year. The federal government will pay interest on the loan while the student is in school. Repayment of principal and interest will begin six months after the student graduates or ceases to be enrolled in college at least half-time. If the student is a legal North Carolina resident, she may obtain an application by writing College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, North Carolina 27605. If the student lives out of state, she should inquire about the source of applications from the Department of Education of her state of legal residence.

*North Carolina Legislative Tuition Grants*

This entitlement grant is available to legal residents of North Carolina enrolled as full-time undergraduates attending in-state private colleges or universities. If a student receives financial aid, this grant is part of her award. The amount of the grant for 1984-85 was $850.

*North Carolina Student Incentive Grants*

These grants are funded by federal and state appropriations to assist full-time North Carolina students with substantial financial need. They are administered through the College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, North Carolina 27605. To apply, the student must list N.C. Student Incentive Grant (code number 0742) on her Financial Aid Form (FAF). College Foundation will send the eligible student a supplementary form to complete.

*North Carolina Prospective Teachers Scholarship Loan Fund*

A limited number of awards are provided annually. They are awarded on the basis of the aptitude, purposefulness, scholarship, character, and financial need of the applicant.

Detailed information concerning this scholarship-loan program may be obtained from the high school guidance counselor or by writing to the Prospective Teachers Scholarship-Loan Fund, State Department of Public Instruction, Raleigh, North Carolina 27611,

*Vocational Rehabilitation*

Financial assistance for attending college is provided by the State of North Carolina for residents of North Carolina who are physically handicapped. For additional information write directly to the North Carolina Vocational Rehabilitation Division, State Department of Public Instruction, Raleigh, North Carolina 27611.

*Veterans Benefits*

The family situation of some students may entitle them to receive benefits under this program. Information may be obtained from the local agency.

# Student Life

The quality of student life at Meredith is important to its student community. There is a strong commitment to a total education which integrates academic and extracurricular experiences to further a student's personal and intellectual growth. Supporting the concept of total education, the College provides a creative residence-life program, avenues for developing leadership potential, and opportunities for full participation in campus and community affairs. The College is also concerned with an integrated liberal arts approach to increasing the student's awareness of her global citizenship and her involvement in social and political affairs.

An exciting aspect of student life at Meredith is the opportunity—and the responsiblity—students have in creating and implementing activities of the College. In addition to the contributions they make to their various organizations, students are fully involved in the college committees that consider academic programs, instructional matters, and cultural events, as well as student-life issues. To lend encouragement and support to the student-life area, the College provides a variety of services and trained personnel through the Division of Student Development. Student support services include admissions, financial aid, dean of students, residence halls, residence directors, campus ministry, developmental counseling, student activities, guidance and counseling, career services, health services, and community resources.

## STUDENT ORIENTATION

An in-depth and diversified program of orientation for new students and their families takes place before classes start in August, and an abbreviated program is arranged for students entering in January. Included in the August orientation program are discussions on various phases of college life, placement tests, registration, instruction in the use of the library, and social events such as picnics and mixers with area colleges. Through these and other activities, the orientation period provides opportunity for students to meet fellow classmates, faculty advisers, campus leaders, and students from neighboring colleges and universities. There are also opportunities to identify college officials and their roles and to learn about the many available college services and resources.

The *Student Handbook* is reviewed in several training sessions to familiarize the new student with all aspects of campus life at Meredith College. Orientation and handbook training sessions continue in small groups throughout the new student's adjustment to the college experience and the community.

ALEX HALEY
ROOTS

## CULTURAL AND SOCIAL ACTIVITIES

Believing the cultural and social aspect of the campus to be crucial to the total development of the student, Meredith incorporates a variety of events into the college calendar. The purpose of the Concerts and Lectures Committee and the Convocation Committee is to bring outstanding artists, lecturers, and performers to Meredith to enhance the College's program. Meredith students have heard Dr. Alex Haley, author of *Roots;* Dr. Adele Scheele, career strategist and author of *Making College Pay Off*, and *Skills for Success;* Don Angle, designer, maker and harpsichordist; Jules Whitcover, syndicated columnist; and Virginia Knauer, chairperson of the President's Committee on Consumer Affairs.

Touring drama, music and dance companies such as The Academy Theatre, Yale's Society of Orpheus & Bacchus, and the Edith Stephen Dance Company also have delighted Meredith audiences with their presentations. In addition to Meredith's efforts to attract renowned people, a variety of cultural societies in Raleigh brings talent to the area.

Meredith students also perform in the Raleigh area and on tours. Four groups directed by the music faculty — the Meredith Chorus, the Meredith Chorale, and the Meredith Ensemble — appear in concert regularly throughout the college year. The Meredith Performs series offers students with interests in music, drama, and dance opportunities to acquire practical experience both in production and on-stage. Recent offerings in the series have included *Hello Dolly*, *Noye's Fludde*, Jane Austen's *Emma*, and *Vanities*.

Several on-campus social activities for students are coordinated through the efforts of the Meredith Entertainment Association, which works to bring a variety of entertainment to the Meredith campus. A number of the College's activities sponsored by various student organizations are part of the Meredith tradition. Through the hilarity of Cornhuskin' and the dignity of formal occasions such as the Christmas dinner, campus traditions help foster a spirit of community. Furthermore, Meredith's proximity to other colleges, not only in Raleigh but in Chapel Hill, Durham, Greensboro, and Winston-Salem, offers a host of social activities.

## STUDENT HONORS

Honors are bestowed in various ways by Meredith in recognition of outstanding achievement. Kappa Nu Sigma, founded at Meredith in 1923, has as its aim the promotion of scholarship at Meredith by recognizing academic excellence. Admitted on the basis of scholastic standing, students may become associate members during their junior year; full members their senior year. Silver Shield, organized in 1935, is an honorary leadership society. Members are selected on the criteria of constructive leadership, service to the College, and academic achievement. Chosen from the junior and senior classes, members are inducted at a public ceremony. Who's Who in American Colleges and Universities recognizes seniors who distinguish themselves as scholars and campus leaders. The Dean's List and a degree with distinction also have the purpose of recognizing academic achievement. A degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the conditions described on page 73.

Honorary societies affiliated with national or international professional societies that offer membership to outstanding students in specialized areas are Psi Chi for psychology students, Phi Alpha Theta for history students, Sigma Alpha Iota and Pi Kappa Lambda for music students, Delta Mu Delta for business students, Beta Beta Beta for biology students, and Kappa Omicron Phi for home economics, Alpha Kappa Delta for sociology, Alpha Delta Mu for social work, and Sigma Delta Pi for Spanish.

Students who excel are recognized for academic acheivement and other accomplishments by various departments and clubs on Awards Day each spring.

## STUDENT RESPONSIBILITY

The faith that Meredith places in her students as responsible, contributing members of the College community dates back to the first years of the institution. The establishment of a student government association in 1905 is early evidence of this confidence, and the more recent trend to allow more academic and extracurricular matters to be directed by the students' sense of responsibility further reflects this attitude. While there are some policies that the College must make explicit, students largely accept responsibility for student government and student life affairs and for the success of campus organizations and activities. In addition, they contribute to overall policy decisions, as they have voting representation on nearly all college committees.

### *Honor System*

The Honor System is the clearest example of student responsibility. Founded upon the premise that dishonesty of any nature has no place at Meredith, the system demands personal integrity of each student. The Honor System, through the spirit of community it engenders, encourages the freedom and trust essential to intellectual growth and maturity.

Its operation entrusted to the student body, the Honor System depends on each student's belief in the principles underlying the system and on her insistence that it work. Each student is personally responsible for her own conduct and for her obligations to the community. If a student breaks a regulation, she is expected to keep faith with her fellow students by reporting herself to student leaders. If she is aware of a violation by another student, she should call this matter to the attention of that student as a violation of responsibility to the community.

## STUDENT GOVERNMENT ASSOCIATION

All students are responsible for the self-governing operations of Meredith under the Honor System. Therefore, all students are members of the Student Government Association. Its ultimate purpose is to promote individual responsibility to the Honor System, but the Student Government Association also seeks to involve all students in the academic and social life of the College.

The leadership of the Student Government Association is composed of four elected groups—the elections, residence hall, legislative, and judicial boards. An executive committee is composed of the student government president and representatives from each board.

### *Student Regulations*

Through the Student Government Association, students make their own regulations pertaining to student life. In keeping with the spirit of the community that is Meredith, a college committee composed of faculty and students and known as the Student Life Committee, confers with the SGA on major matters of student concern. Regulations deemed necessary for the well-being of the student are explained in the *Student Handbook*. A condensation of the material in this publication is sent to all entering students in the summer prior to matriculation in August.

### *Student Life Committee*

With campus-wide representation, the Student Life Committee works to enhance the quality of student life at Meredith. The function of the committee is to direct

attention and study to the concerns and the well-being of the students; to give consideration to spiritual, recreational, and health needs of the students; to study and review student organizations; and to review periodically all student regulations.

## STUDENT ORGANIZATIONS

Students are responsible for the effectiveness of the many organizations on campus. For example, three college publications are edited by elected students. The *Twig*, the student newspaper, is published weekly for the purpose of communicating information and voicing student opinion. *The Acorn*, the campus literary journal, encourages creativity among the students and is published annually. The college yearbook is entitled *Oak Leaves*.

Student-directed clubs are another means of enriching the Meredith program. Growing out of academic and other types of activities, these organizations encourage students to pursue their various interests. Some of the more active clubs and organizations on campus include Barber Science Club, Association for Black Awareness, Canaday Mathematics Club, Elizabeth Avery Colton English Club, Freeman Religion Club, Meredith International Association, La Tertulia Spanish Club, Tomorrow's Business Women, Tyner Chapter of the Student National Education Association, Young Democrats Club, College Republicans Club, Cooperative Education Club, and American Society for Personnel Administration (ASPA).

### *Societies*

Two societies on the Meredith campus exist as voluntary service and social organizations. Originated as literary societies, Astrotekton and Philaretian now work with agencies such as the Governor Morehead School and the Cerebral Palsy and Rehabilitation Center, as well as with the coordination of social activities on the campus. At their regular meetings, the societies organize a variety of student projects and activities.

## RELIGIOUS LIFE

As a reflection of Meredith's Christian heritage, the College seeks to reinforce the student's development both intellectually and spiritually. Therefore, the religious life of Meredith is crucial to its overall program.

The College provides several services which affirm the value it places on the religious dimensions of the students' lives. One such service is provision of the Seby and Christina Jones Chapel as a place for weekly campus worship services. The chapel also offers meeting rooms, a reading room, a

meditation room for private worship, and office space for the campus minister. The campus minister is available to the college community for conversation or counseling pertaining to religious questions, religious vocations, or personal problems.

The Wednesday worship services are an integral part of campus life which contribute to the spirit of the community, as well as campus spiritual life. The period from 10:00 to 11:00 A.M. on Wednesdays is reserved for voluntary worship services. Other important activities in the religious life of the College are Religious Emphasis Week and the Staley Distinguished Christian Scholar Lecture Series. Both of these events seek to bring outside resource people to the campus to address pertinent matters of faith and to dialogue with the students and faculty.

The religious activities of the students are under the general direction of the Meredith Christian Association (MCA) and the campus minister. The association seeks representatives of all faiths and denominations to serve on its council. It offers students opportunities for local ministry projects, study groups, programs, recreation, worship, conferences and retreats, and summer missions.

## RECREATION

At Meredith there is a variety of recreational activities available for students. The Weatherspoon Physical Education-Recreation Building provides excellent facilities for curricular and extra-curricular sports activities, with court space for games such as basketball, volleyball, and badminton. The Weatherspoon Building also has an indoor swimming pool and a dance studio. A fully-equipped weight room is available for athletic training and general conditioning for the Meredith student. Outdoor facilities include six lighted tennis courts, an archery range, a putting green, a softball diamond, and riding facilities. Nearby golf courses and ranges are often used by the students. In addition, ping pong and pool tables are set up in the Cate Center. Equitation is a popular feature of the physical education program with instruction available on levels ranging from beginner to advanced. Students who wish to board horses may inquire through the business office. The Meredith Recreation Association coordinates organized intramural activites, along with other special recreational events.

## INTERCOLLEGIATE SPORTS

Intercollegiate sports are an important part of Meredith student life. Students have an opportunity to compete in five intercollegiate sports: golf, tennis,

basketball, volleyball, and softball. Meredith is an active member of the National Collegiate Athletic Association (NCAA), Division III, which is a non-scholarship division. Competition is not limited to other Division III schools, nor is it limited to NCAA affiliated schools.

## RESIDENCE

Meredith students under the age of 23 may choose to live on campus or to reside with their parents, husband, or (with special permission) a close relative. Senior and junior students and transfers accepted for those classes may, on occasion, be given special permission by the dean of students to reside off campus.

Campus housing is available only to full-time students (carrying a minimum of 12 credit hours) under the age of 23. Any full-time student residing on campus who reaches the age of 23 during an academic year may complete that year on campus, but will not be eligible for on-campus housing thereafter, unless she entered Meredith prior to the age of 21 and is completing a continuous four-year academic program.

Seven residence halls are available for on-campus housing. Attractive and comfortable, most rooms are arranged in suites of two with adjoining baths. The newer residence halls are air-conditioned and completely carpeted.

Freshmen are usually assigned to Carroll, Carroll Annex, Stringfield, and Vann residence halls, transfer students to the various residence halls, depending on academic classification and the location of available spaces. Any preference for roommate and hall should be made to the dean of students by early summer. Preferences are honored whenever possible. Housing assignments are usually mailed to the new students in the latter part of July.

Upperclass students serving as Resident Assistants live on each freshman floor. Their responsibilities include informal guidance of the freshmen on their respective halls. Upperclass students also serve as Resident Assistants of the other residence halls. Two Resident Directors are employed to live in the freshman residence halls and are available to students at all times; four other Resident Directors are available to the upperclass students.

### *Non-Resident Student Life*

The non-resident student enjoys a variety of programs planned throughout the year to meet the unique needs of those who commute to campus each day and to assist them in becoming a part of the total campus community. The fireside lounge in the Cate Center is designated for non-resident student rest, study, and relaxation. It is the center of non-resident student activity and

communication since there are mailboxes, a telephone, and a bulletin board for students to receive information and announcements about important events.

Food is available in the snack bar in the Cate Center or the Belk Dining Hall.

## HEALTH CARE

Health care is under the general direction of the director of health services. The Health Center is served on a regular basis by two local physicians with registered nurses on duty or on call 24 hours a day. The college physicians have designated office hours in the Health Center when students may see them. Only minor illness and emergencies are treated in the Health Center. Major illnesses are referred to physicians off the campus or to family physicians. It is the purpose of the physicians and nurses to prevent illness by means of informing the students about good health practices.

## COUNSELING

### *Career Planning*

The Office of Career Services, located in the Cate Center, offers help to the student who is undecided about her course of study or her career plans and to those preparing for access to a career field. Information is available on employment, interviewing, preparation of resumes, occupational outlook, salaries, and other concerns of a vocational nature. Vocational interest tests may be taken if needed. A career planning seminar, open to all students, is offered during the fall and spring semesters. Senior workshops and on-campus recruiting by employers are available to seniors as they begin to implement their plans for graduate study or careers.

### *Academic Advising*

The College provides guidance to students in the planning of their individual academic programs. See pages 9 and 65 for further details.

### *Personal Counseling*

Professional counselors are available to talk confidentially with any student who has a personal concern of any kind—academic, vocational, or social-emotional. In addition to the counseling service provided on campus, the counselors also have information about available off-campus resources which may be pertinent to students' needs. Students are encouraged to stop by the counseling offices any time during the day, or to call and arrange an appointment. The counseling offices are located on the second floor of Cate Center and in Jones Chapel.

## *Personal Growth and Counseling Center*

Located in the Cate Center, the Personal Growth and Counseling Center was established in August, 1983 to meet the growing needs of students for personal and group counseling opportunities. In a warm and relaxing atmosphere, students are encouraged to use the center's extensive collection of both reading materials and tapes. The counseling staff is available for personal counseling and testing at the request of the individual student.

Programs encompassing a wide range of topics dealing with personal growth and development are also offered through the center. The relaxation room invites students and staff throughout the day.

## *Freshman Seminar*

All freshman are required to attend Freshman Seminar during fall semester at 10 A.M. each Monday. Sessions are offered which will enhance the academic, social, and personal adjustment of the student to college life.

# Academics: Programs and Regulations

Meredith offers four undergraduate degree programs: Bachelor of Arts, Bachelor of Science, Bachelor of Science in Nursing, and Bachelor of Music. The Bachelor of Arts is a broad-based degree that offers a liberal education with majors available in 13 departments of the College. The Bachelor of Science degree is more specialized than the Bachelor of Arts degree but is firmly based in a general studies program which includes substantial experience in the humanities, fine arts, and social sciences. Area distribution requirements are identical for the Bachelor of Arts degree and the Bachelor of Science degree. Students who major in the departments of biology and medical technology, business and economics, chemistry, or mathematics, may choose either the Bachelor of Arts or the Bachelor of Science. The Bachelor of Science in Nursing is a program designed for the practicing registered nurse who is seeking preparation for the professional level. The Bachelor of Music with a major in applied music or music education is a professional degree which is built on a liberal arts base and is intended to prepare the student for a career in teaching and performance.

The College also offers graduate degrees in Business, Elementary Education, and Music — the Master of Business Administration, the Master of Education, and the Master of Music. These degrees are designed to provide professional competence in the workplace. Complete information is contained in a graduate catalogue available in the Registrar's Office.

## CHOICE OF CATALOGUE

A student may elect to follow the degree requirements listed in any subsequent catalogue in force during her period of residence.

## DEGREE PROGRAMS

### *Requirements for All Degrees*

The curriculum is arranged by courses with each course quantitatively evaluated according to the semester hour system and a four-point system of quality points. A candidate for the degree of Bachelor of Arts, Bachelor of Science, Bachelor of Science in Nursing, or Bachelor of Music must complete at least 124 semester hours with a quality point ratio of at least 2.0 on (1) all courses attempted; (2) all courses attempted at Meredith; and (3) all courses attempted at Meredith in her major subject(s).

### *Requirements for the Bachelor of Arts and Bachelor of Science Degrees*

Meredith College is committed to the education of the whole person. Therefore, basic requirements for all students are designed to encourage the full development of all of the capacities for human

knowledge—sensing, feeling, and thinking. Courses in the arts, sciences, and humanities are required of all students as essential to a liberal education that is dynamically related to traditional knowledge, values, and insights, and to the demands of a changing age. These courses are divided into four areas which expose the student to a broad distribution of human knowledge and to different modes of learning about herself and her world. In addition, every student must study in depth one specific area of human knowledge and must, therefore, fulfill requirements for one of the majors listed on page 54.

### Area distribution requirements

Each student should examine human values and continue the lifelong process of developing her own beliefs about the meaning of existence in relation to herself, to others, and to God. She should encounter the great creative achievements of mankind and discover those values which are for her most essential to a rich, full, and significant life. She should understand herself in society and develop her knowledge about the human community both in its local, national, and world expressions and in its past and present forms. She should have an informed concept of herself as a part of the natural universe, and she should develop physical skills consistent with her physique, natural abilities, and interests. She should develop an analytical and practical mastery of language as the primary medium through which we learn and share our knowledge.

Toward these ends each student who receives the B.A. or B.S. degree must fulfill the requirements in each of the following areas: humanities and fine arts, social and behavioral sciences, mathematics and the natural sciences, and health and physical education.

I. Humanities and fine arts . . . . . . . . . . 24-27 credit hours
  A. English composition . . . . . . . 3-6 credit hours
    Any student who makes a grade of "C" or better in English 111 meets the requirements for English composition. If a student makes a "D" in English 111 she must either repeat and pass English 111 (no additional credit) or pass English 112 (3 hours credit).
  B. Foreign language . . . . . . . . . . . 6 credit hours
    (Requirement must be met in a single language. Students will be placed at appropriate levels by the department.)
  C. Literature . . . . . . . . . . . . . . . . . 6 credit hours
    1. A 3-hour course in major British authors.
    2. A 3-hour course in English, American, or world literature; or any literature course in a foreign language.
  D. Religion . . . . . . . . . . . . . . . . . . . 6 credit hours
    1. A 6-hour introduction to the Old and New Testaments or
    2. A 3-hour introduction to Biblical literature and history and one advanced 3-hour course in religion.

- E. Elective .................... 6 credit hours
  Must include at least two of the following categories: art; dance theory or history; music; philosophy; speech; theatre
- II. Social and behavioral sciences ....... 12 credit hours
  - A. History of Western Civilization ................ 3 credit hours
  - B. Electives .................. 9 credit hours
    Must include at least two of the following categories: economics, cultural geography, sociology and anthropology, politics, psychology. Additional choices may be from any of the social and behavioral sciences, including history.
- III. Mathematics and natural sciences ......... minimum of 13 credit hours
  - A. One laboratory course chosen from biology, chemistry, or physics .................... 4 credit hours
  - B. One course in mathematics . . . 3 credit hours
  - C. Electives .................. 6 credit hours
    (To be taken from two of the following: biology, chemistry, physical geography, physics, or mathematics)
- IV. Health, physical education, and dance ...................... 4-5 credit hours
  Include four activity courses, or three activity courses and a 2-hour course in health or first aid.

*Note: Education methods courses may not be used to satisfy area distribution requirements.*

### Major requirements

As soon as feasible, but no later than the end of the sophomore year, a candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music shall select a subject major. Each student must declare a major on a form available in the Office of the Registrar. Signatures of the student and head of the major department are required before the form is returned to the Office of the Registrar. A student may choose a second major, a second degree, and/or an area of certification. These must be indicated on the form. The head of the major department will assign a major professor, to be indicated on the declaration form, who will supervise the student's program. If a student withdraws and returns to Meredith at a later date, she must repeat the above process.

Majors may be selected from the following subjects. Detailed requirements are listed in the respective sections on pages 78-133.

### *Bachelor of Arts*

- American civilization
- art
- biology
- chemistry
- economics
- English
- French
- history
- international studies
- mathematics
- medical technology
- music
- musical theatre
- political studies
- psychology
- religion
- social work
- sociology
- Spanish
- theatre

### *Bachelor of Science*

- biology
- business administration
- chemistry
- health science
- home economics
- mathematics
- mathematics/computer science

### *Bachelor of Music*

- applied music
- music education
- piano pedagogy

### *Bachelor of Science in Nursing*

*Teacher education is described on pages 91-100.*

### Contract Majors

A student who wishes to depart from the traditional majors offered by the College may, in consultation with appropriate department heads, petition the Academic Council for permission to pursue a contractual major.

## *Requirements for the Bachelor of Music Degree*

Detailed requirements for the Bachelor of Music degree with a major in applied music, piano pedagogy, or music education are given on pages 116-118.

## *Requirements for the Bachelor of Science in Nursing*

Details in Biology section, pages 81-84.

## *Requirements for a Second Baccalaureate Degree*

A second and different baccalaureate degree may be sought by a person who holds a bachelor's degree from Meredith College or another institution or by a student currently working on her first baccalaureate degree at the College. The following conditions must be fulfilled by the student who wishes to receive a second degree:

1. She must meet all the requirements for the second degree.
2. She must complete a minimum of 30 hours in residence beyond requirements for the first degree.

Normally, the same degree will not be awarded twice. The student who is working on a second baccalaureate degree shall be classified academically as a senior.

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## *Minors*

A student may choose to complete a minor area of concentration but she is not required to do so. Minors require a minimum of 18 semester hours with study in upper division courses. Structured programs are available in the departments or a student may devise her own program in consultation with her adviser. All minor programs must be approved by the chairman of the department in which they are based.

## THE HONORS PROGRAM

The Honors Program offers the intellectually gifted and ambitious student opportunities to develop academically to her full potential. Each year, approximately twenty entering students are invited to participate in the Honors Program. The honors curriculum spans the four-year undergraduate experience and is well integrated into the whole of the academic program. It involves courses meeting basic requirements in the humanities, arts, and sciences, study in one's major department, electives in selected areas of interest, and a culminating senior-year study experience. Various types of courses and instructional processes are available, including special honors courses offered by various departments, interdisciplinary colloquia or seminars, contractual arrangements for honors credit in regular courses, and independent studies and research projects. Opportunities to share ideas with students and faculty in meaningful discussion are combined with chances for working independently on topics of special interest.

### *The Honors Curriculum*

The four-year honors curriculum of thirty-one credit hours represents one-fourth of the total number of hours required of all students for graduation at Meredith. It includes courses that expose the student to the breadth of human knowledge as well as in-depth study in selected fields. The program includes the following components.

**Prescribed Honors Courses . . . . . . . . . . 7 hours**

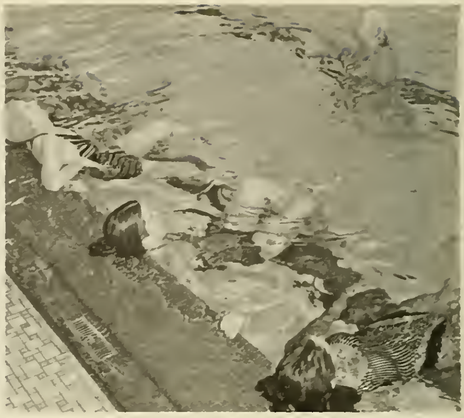
To help participants learn to think rigorously and to communicate precisely, the following two courses are required.

*Honors Writing Course (3 hours)*

Language is the primary medium through which we learn and share our insights, and written expression is a key means for transmitting knowledge. Each participant will therefore take a writing course designed for the honors students. This course fulfills the English 111 requirement for graduation.

*Honors Laboratory Science (4 hours)*

An informed understanding of the natural universe and one's relationship to it is essential to educational excellence. The participant will take an honors laboratory science course that will fulfill the laboratory



science requirement for graduation. The special honors course will be rotated among the various options - biology, chemistry, and physics.

**Honors Colloquia .................. 6 hours**

The honors colloquia, often interdisciplinary and often team taught, will allow participants to investigate topics across the spectrum of human knowledge. The courses seek to provide a thorough examination of the subject while also helping the participant to see where disciplines intersect -- to think horizontally as well as vertically. Each student will elect two colloquia (3 hours each) on selected topics, including at least one colloquium in the freshman year. These courses will meet graduation requirements in the main areas of general education as approved by the department(s) involved.

Early in each spring semester, the colloquia to be offered the following year will be determined by the Honors Committee and the descriptions made available by the Honors Director to all honors students. Each individual can then confer with her adviser regarding the appropriateness of each upcoming colloquium for her general needs and interest.

**Honors In The Major Field .......... 9 hours**

To heighten the participant's understanding of the knowledge skills and tools of her major discipline, each honors student will complete at least nine credit hours in honors work within her chosen field. She may meet this requirement through any combination of the following options:

- Honors courses offered by the department
- Contractual work for honors credit in regular courses offered by the department
- Independent study in the major
- Additional honors colloquia beyond the minimum requirements, subject to the department's approval of their relatedness to the major field

**Honors Elective .................... 6 hours**

Each participant will elect at least two additional honors credit courses to accommodate her own particular interests and needs. The courses may count as area distribution, major, or elective credit. Courses options include:

- Additional honors colloquia beyond the minimum requirements
- Departmental honors courses
- Regularly scheduled courses for which the student contracts for honors work and credit
- Independent study

**Honors Thesis**
**Or Equivalent Project . . . . . . . . . . . . . . 3 hours**

The honors experience will culminate in the senior year with an honors thesis or an equivalent project (written thesis, laboratory research, performance, exhibition, etc.) approved by the department(s) concerned and the Honors Committee. This experience allows the participant to bring her intellect and talents together in an original, independent presentation that should reflect the scope of her learning.

A student is expected to take honors work each year. She would typically take two to three honors classes during the freshman year, including the honors writing course and an honors colloquium. Retention in the program requires that the student maintain a minimum overall grade point average of 3.0 or, failing that, to receive permission of the Honors Committee to continue in the program. Upon successfully completing the honors curriculum and meeting all other college requirements while maintaining a minimum overall grade point average of 3.0, the participant will be recognized at graduation as an Honors Scholar. The student's transcript will clearly reflect courses taken for honors credit and graduation as an Honors Scholar.

## CAREER DIRECTION

A firm grounding in the arts, sciences, and humanities, including a major in one of the academic disciplines listed above, is considered essential to the life direction and career of every student. Meredith has approved programs in teacher education and social work which a student may pursue in addition to her major. Specific career preparation is also an integral part of many of the majors and is obvious in such departments as business, home economics, and music. All of the departments, however, provide opportunities for career preparation at the undergraduate level. Many departments have prepared programs so that students may use their electives to give career direction to majors in the department. Departmental advisers will provide information along with assistance in planning other programs that meet the career concerns of a particular student. The Office of Career Services also provides information and advice (see page 48).

### *Pre-Professional Preparation*

Students who wish to prepare for entrance into a professional or graduate school should plan their programs with that in

mind. Students may plan programs which lead toward careers in teaching, research, medicine, law, theology, journalism, library science, dentistry, special education, medical technology, merchandising, and other professions. Special advisers from among the faculty are appointed to give assistance in planning pre-professional programs.

## *Medical Technology Program*

Meredith's program in medical technology involves three years at Meredith and one full calendar year at Duke University Medical Center. This program prepares students to enter the field as medical technologists with the Bachelor of Arts degree. The program at Duke is a CAHEA approved program, and graduates are eligible for national certification. Career opportunities in hospitals, laboratories, research, public health facilities, and educational institutions are widely available. For specific requirements see page 82.

## *Nursing Program*

Meredith's Bachelor of Science in Nursing program will enable practicing registered nurses, currently holding an associate degree or a diploma in nursing, to obtain a baccalaureate degree in nursing. The requirements for the degree are 124 hours of credit and include the equivalent of a two year sequence (64) hours at Meredith College followed by the equivalent of a two year sequence (60) hours at Duke University. In practice, however, the program will be shorter since candidates will receive credit toward the Meredith sequence through the transfer of appropriate hours from an associate or diploma nursing program. For the sequence at Duke, there will be only 30 hours of actual coursework since the first 30 hours must be earned by examination. For specific requirements, see page 82.

## *Physician Assistant Program*

Meredith's physician assistant program involves three years at Meredith and completion of the first of two years in the CAHEA-approved program of Bowman Gray School of Medicine. Completion of: (1) Meredith's program will result in the awarding of a Bachelor of Science degree with a major in health science, and (2) the second year at Bowman Gray and certification examination will result in certification as a physician assistant. Career opportunities as a health professional, under the supervision of a licensed physician, include: primary care practice, surgical specialties, emergency services, occupational health, geriatrics and nursing homes, etc. Physician assistants have been able to provide high-quality, cost-effective medical care. For specific requirements, see page 82.

## *Professional Communications*

Coordinated by the Department of English, the Concentration in Professional Communications is an eighteen-hour concentration open to all students. Courses in graphic design, expository and technical writing, and speech may be combined with electives in photography, creative writing, journalism, and marketing. With faculty supervision, each student enrolled in the concentration will have the opportunity to hold an internship, frequently one designed for her interests and career goals. Concentration requirements are on page 100.

## *Social Work Major*

Meredith's major in social work is fully accredited by the Council on Social Work Education. The primary objective of the Social Work major at Meredith is to prepare students to enter social work or other related helping professions at the beginning professional level of competence. Since at the undergraduate level this can best be done within the framework of a broad liberal arts curriculum, the Social Work major is integrated with the area distribution requirements for graduation at Meredith.

A student who wishes to enroll in the Social Work major should take Social Work 240, Social Work as a Profession, in the sophomore year. If the student is advised to continue in the program by the instructor, she will then declare a major in social work and be assigned a major adviser who will work with her in planning a course of study which is consonant with the major requirements and her own career goals. Upon graduation, she will be awarded the Bachelor of Arts degree with a major in social work.

For specific requirements see page 131.

### School Social Service Work

The Meredith Social Work major is approved by the North Carolina State Department of Public Instruction for certification in school social service work. All requirements for the social work major must be met plus additional specified courses: Educational Psychology (EDU 234) and Foundations of American Education (EDU 232); the Psychology of Exceptional Individual (PSY 205) and Social Work in Schools (SWK 405). All of the social work field experience must be completed in a child serving agency.

## *Teacher Education*

Meredith offers state-approved competency-based teacher education programs leading to initial North Carolina teaching certification in early childhood education (grades K-4); intermediate education (grades 4-6); middle grades education (grades 6-9); secondary education

(grades 9-12): English, French, mathematics, biology, chemistry, social studies, and Spanish; special subject area education (grades K-12): art, music, and reading; and occupational education: business and office education and home economics education (grades 7-12). Although all the teacher education programs are designed to prepare students for certification and teaching in North Carolina, students who successfully complete a teacher education program at Meredith are eligible for teacher certification in most other states under the provisions of Interstate Reciprocity Contracts established between North Carolina and most other states.

The College also offers state-approved competency-based teacher education programs leading to the Master of Education degree in elementary education and North Carolina Class G teaching certificates in early childhood education or in intermediate education. Complete information about the programs can be obtained from the Education Department or from the Registrar's Office.

## CONVOCATION

Convocations for the entire Meredith community are held at regular intervals throughout the year. As an integral part of the academic program, these assemblies are planned to stimulate and add to the community's spiritual, intellectual, and cultural conversations. All students are expected to attend.

## CONTINUING EDUCATION

The Office of Continuing Education at Meredith provides access to programs designed to meet community-wide learning needs. Its special focus is women, 23 years or older, who wish to begin or resume college-level work. Offerings are available in the following three areas:

### *Re-entry/Academic Credit Programs*

A woman may enter a degree program either through the regular admissions procedure as a freshman or transfer student (see page 13) or through special admission as a re-entry student (see pages 16, 18, and 24). All students applying for the Bachelor of Science in Nursing will enter as re-entry students. Because the re-entry option involves preadmission advising and an individually-tailored preliminary program, even those eligible for regular admission frequently choose this special procedure.

When the preliminary program has been satisfactorily completed, re-entry students apply for regular admission as degree candidates, with advising then shifted to appropriate faculty members. The Office of Continuing Education, however, continues to enhance the educational experience of adult students at Meredith through a variety of support services and activities.

## *Enrichment Programs*

Courses in the enrichment curriculum carry Continuing Education Units (CEU). One CEU is equivalent to 10 contact hours. CEU's do not carry academic credit and cannot be applied to degree work but they may be used for teacher certification renewal credit, and are recognized by many agencies, institutions, and businesses for certification and advancement purposes. Most enrichment courses are offered in the evenings and are open to Meredith College students on the same basis as to the community at large. Topics range from the arts and humanities, to computers, to personal and career development opportunities which respond to the needs of today's women as they cope with change in their lives. Listings and descriptions are available from the Office of Continuing Education each semester.

## *Certificate Programs*

### Legal Assistants Program

Legal Assistants (paralegals) are persons with legal skills who aid attorneys in their work. They can perform almost any task except those requiring the professional judgment of a lawyer such as giving legal advice, accepting cases, or representing clients in court. Legal assistants work under the supervision of attorneys who are responsible to the client for all services rendered.

Meredith offers a three-month post-baccalaureate summer program for women interested in new careers as legal assistants or for those whose current careers would benefit from some legal training. No specific undergraduate major is required. The curriculum provides a general understanding and appreciation of ethical and professional responsibilities and offers instruction in legal terminology, concepts, and procedures. Specialities include civil litigation, real estate, or estates, wills and trusts. Field trips help to define the roles and skills required of legal assistants in diverse settings, and research projects develop analytic and writing capabilities. Students who maintain a grade of B or better in each course are awarded the certificate.

Employment possibilities for legal assistants are varied. While most paralegals work for private law firms, opportunities also exist with banks, corporations, and government agencies. Job responsibilities differ depending upon the kind of business or firm and its size and specialization. Training as a legal assistant provides instruction in basic legal principles and skills which can be transferred to many settings.

The Legal Assistants Program at Meredith College was established in 1980 and is approved by the American Bar Association.

### Cultural Resources Management

Meredith offers an individualized, post-baccalaureate, part-time program for women interested in the field of arts management. Training is provided for administrative work with museums, arts councils, galleries, concert series, theatre and dance companies, and school system cultural activities. The program builds on basic courses in the arts and humanities, adding a variety of management skills useful in nonprofit organizations. Internships and the use of case studies develop appropriate applications. Upon successful completion of the program, Meredith awards certification.

## INDIVIDUALIZED OPTIONS

### *Special Studies*

A student may expand her curriculum beyond the courses in the catalogue by using the option available under the Special Studies Program. Independent study, directed individualized study, community internships, and special group studies are used by many students to individualize and enhance their programs. (See page 77.)

### *Cooperative Education*

Cooperative education is a plan whereby a student alternates periods of study at Meredith with periods of employment related to her career goals. Employment with cooperating companies and agencies is arranged and approved by the Office of Career Services and Cooperative Education. Participating students are supervised by designated faculty members. Participants receive one to four hours of academic credit for each work experience.

### *Cooperating Raleigh Colleges*

Meredith, Peace, St. Augustine's, and St. Mary's Colleges, North Carolina State University, and Shaw University form a consortium through which they provide, without extra cost, their collective educational resources to students at each of the six institutions. Under this agreement Meredith students may take courses at any of the other five campuses. These courses

THE CHANGING OF THE GUA
From 1st April to 31st August The Queen's Gua
changes every day (with rare exceptions).
Between 1st September and 31st March the Gua
changes every other day.
NEXT CHANGING OF THE GUARD
Prochaine Relève de la Garde
Nächste Wachablösung
TODAY
at 11.30 a.m.

are utilized for general enrichment, to strengthen particular majors, to enhance career training, and in certain situations to earn an additional degree.

A student who wishes to register for a course at one of the Cooperating Raleigh Colleges should obtain a special request form from the Office of the Registrar and should secure the approval of her adviser, and the head of the appropriate department. Except under unusual circumstances, approval will be given only for courses not available at Meredith and only to sophomores, juniors, and seniors. The Academic Council will receive written appeals from students whose requests have not been approved by the persons designated above. The maximum number of courses a student may take each year is three, and each course may carry up to four semester hours' credit.

## *ROTC Opportunities through Cooperating Raleigh Colleges*

Meredith students are eligible to participate in either Army or Air Force Reserve Officer Training Corps (ROTC) programs at North Carolina State University through the Cooperating Raleigh Colleges consortium. Both ROTC programs provide the student an opportunity to earn a commission as a second lieutenant while completing the requirements for a baccalaureate degree.

Individual military courses may be selected without incurring a commitment to enter active duty, and the entire two-year basic course may be taken without obligation. Completion of the advanced course work does require accepting a commission.

Scholarships are available through the Army and Air Force programs. Advanced course students also receive monthly stipends and payment for summer camp training.

Registration procedures for military courses follow general Cooperating Raleigh Colleges guidelines. Additional information about either ROTC program is available upon request from the Office of Admissions.

## *Meredith Abroad*

Students at Meredith have available to them several options for study in foreign countries. Foremost among these options is the college-wide Meredith Abroad Program. Each summer the College offers a course of study in a selected foreign country (currently Great Britain) whereby a student may earn 12 semester hours of credit at the same cost as a semester on campus. Regular members of the College faculty form the core of the teaching staff with regular utilization of foreign teachers. Other options are available as follows: departmentally sponsored programs, individual participation in

programs at other institutions, and individual travel as described in the special studies options on page 77.

Those students who wish to enroll in the full semester program that is conducted by Meredith should consult the coordinator of international studies. Other programs are arranged within departments. All programs are publicized on campus.

### *Drew University*

Through an arrangement with Drew University in Madison, New Jersey, Meredith students may participate in a semester of study on the United Nations or in London on British politics and history. The program is open especially to qualified juniors who may receive credit for as much as 12 semester hours. The program on the United Nations consists of seminars led by members of various delegations to the United Nations, courses on the Drew University campus, and an intensive research project. The London Seminar, under the auspices of Drew, offers a semester of study in London at a British university.

Students who wish to participate in the Drew University seminar on the United Nations or on British politics and history at a London university should apply in the Department of History.

### *American University*

Through an arrangement with American University in Washington, D.C., Meredith students may participate in its Washington Semester, which introduces students from all over the nation to a first-hand study of American politics. The program is open especially to qualified juniors or seniors.

Students who wish to participate in the Washington Semester at American University should apply in the Department of History.

### *Marymount College*

Through an arrangement with Marymount College in New York City, students may visit this college for one semester. The program provides many opportunities for study in the Manhattan area. A student will choose courses in consultation with her adviser. The regular form for approval of visitation credit, available in the Office of the Registrar, will be used to apply for the program. Further information concerning the Marymount program may be obtained from the Office of the Vice President and Dean of the College.

### *Correspondence Credit*

Six hours maximum credit may be allowed for correspondence courses on which a grade of C or higher has been

earned after written permission has been granted by the student's adviser, the head of the department involved, and the registrar.

### *Visitation Credit*

A student may elect to study for a semester at another college or university while retaining her status as a Meredith student. She may apply on a form available in the Office of the Registrar.

## SUMMER STUDY

Meredith conducts a summer session consisting of three three-week terms. Courses are generally taught over a three-week term with a student taking only one course per term. Occasionally some courses are taught for six or nine weeks. In this case a student may enroll in a single three-week course along with one of longer duration.

Meredith students enrolled at Meredith summer school may also take one course at another Cooperating Raleigh College. This course will be treated as an interinstitutional course. Fees will be paid at the other Cooperating Raleigh College, and a transcript must be sent to Meredith.

A student who plans to attend summer school at another accredited institution makes application for transfer credit on a form available from her faculty adviser or the Office of the Registrar. She secures written approval of her adviser, the appropriate department head, and the registrar for specific courses. The student may exercise the pass/fail option for a course. This option must be approved prior to taking a course. Upon completion of summer school courses, the student must request a transcript to be sent to the Office of the Registrar.

## ACADEMIC PLANNING AND ADVISING

### *Academic Advisers*

Upon arrival at Meredith each student is assigned an academic adviser who will aid her in planning her program, offer academic counsel, and serve as a personal counselor if the student so desires. Once the student declares a major field, she will be assigned to an adviser in the department. Although the major adviser must approve the student's program and will, in consultation with the registrar, certify to the faculty that she has met all requirements, *the student is finally responsible for her own program.* Special advisers are appointed to assist in pre-professional planning.

### *Course Load*

A student will decide upon her own course load in consultation with her adviser. The average load in a semester is 15.5 hours. The student wishing to graduate in four years should give particular care to

maintaining this average. A student who takes an overload or underload of more than one semester hour should do so only after careful consideration.

## *The Freshman and Sophomore Years*

Before a student initially registers for classes at the College, and prior to each subsequent registration period, she will consult her academic adviser about her course of study. Specific courses required in the freshman year are English composition, foreign language, and physical education. The student, with the assistance of her adviser, plans her other course choices, keeping in mind both the area distribution requirements (pages 52 and 53) and her own specific academic interests. A freshman who has a firm idea about her major field can usually begin courses in that area; one who is uncertain about her area of concentration may choose a variety of courses from the area distribution requirements in order to explore many academic areas. During her freshman and sophomore years a student may not take concurrently two courses in the same discipline without the permission from the head of the department concerned.

Whenever a student is ready to declare her major she should discuss the matter with the head of the department concerned and make proper arrangements.

## *The Junior and Senior Years*

Once she has declared a major, the student should consult with her major adviser. Since the student is finally responsible for fulfilling graduation requirements, she should have a thorough credit check with her adviser during the last semester of her junior year, perhaps at pre-registration for the senior year. If there are problems which she and her adviser cannot solve, she should consult the registrar or, in rare cases, the dean of the college.

## *Graduation*

Students may graduate in either May, August, or December. Seniors who expect to graduate must register their intention in the Office of the Vice President and Dean of the College. Those who plan to graduate in May or August must file by December 1; graduates in December file by May 1. A formal commencement program is held in May for graduates who qualify in August, December, or May and wish to participate. Only persons who fully meet the requirements for graduation may participate in the formal commencement program. No exceptions are made.

## *Graduate Record Examination*

Early in the senior year a student wishing to go to graduate school should arrange to take the Graduate Record Examination(s) through the Office of Career Services or at

other established testing centers. Detailed information is available from academic advisers or in the Office of Career Services.

## *Changes in Class Schedule*

During the first five class days of each semester a student may change her course schedule without penalty. The number of credit hours for which a student is enrolled at the end of the five-day period will be the basis upon which tuition charges are made. No courses in progress may be added after this five-day period. All courses dropped between the end of the five-day period and the first four weeks of the semester will receive a W (withdrawal) grade. Courses dropped after this date will be graded WP (withdrawal passing) or WF (withdrawal failing) except in the case of medical or emergency withdrawals. (See pages 70-71, Grading System). All drops must be made no later than one calendar week before the last day of classes. All schedule changes are processed on forms available in the Office of the Registrar.

A student who does not wish to complete a course for which she is enrolled must withdraw officially through the registrar's office. If a student drops out of the class and fails to withdraw officially she will be treated as if she were still in the course and her grade recorded accordingly.

## *Repetition of Courses*

A student may repeat a course in order to improve the grade. The student should register for the course the next time it is offered. If repeated at Meredith, only the higher grade is used in calculating the quality point ratio. A student should not repeat at another school a course which she has failed at Meredith because of the effect on her Meredith grade average.

## *Class Attendance*

Each student is expected to be regular and prompt in her attendance at all classes, conferences, and other academic appointments. Regular presence of the student in the classroom is indispensable both to herself in deriving the most benefit from her courses and to her teachers and fellow students in sharing the benefits of her thinking. She must accept full responsibility for class presentations, announcements, and assignments missed because of absence.

The effect of class attendance on the grade will be clearly specified, in writing, by each instructor at the beginning of the course.

## CREDIT REGULATIONS

### *Advanced Placement Credit*

Advanced placement and credit are available in several departments. Entering students see page 17. Students in residence should apply directly to the department concerned or to the registrar.

### *Auditing Courses*

Audits may be arranged on the first class day of the semester. Forms are available in the Office of the Registrar.

Full-time degree candidates may audit a class upon the approval of the teacher of the class and the registrar. Under no condition will an audit student displace a regular student. A student may not elect to audit a class after the first 20 class days of the semester.

Audited classes are listed on the permanent record, but no credit or grade is recorded. An audited class may be dropped in the same manner as any other class. When dropped, the course will not be entered on the permanent record. If the student fails to satisfy the teacher's stated expectations for the audit, the audit will not be listed on the permanent record.

### *Residence Credit Requirements*

A candidate for a degree must complete 24 hours of her last 30 hours at Meredith College. If four-hour courses are involved, 22 of the last 30 hours will suffice. For a student who enrolls for credit at one of the Cooperating Raleigh Colleges under the interinstitutional agreement, one additional course carrying up to four hours credit is permitted. A student who plans to complete her graduation requirements in December may take as many as 12 semester hours (or 14, if four-hour courses are involved) at another institution during the summer immediately prior to her final semester, provided she completes at least 12 hours at Meredith during each of her last two regular semesters.

A student who desires teacher certification from Meredith must complete at Meredith Education 439, Observation and Directed Teaching, and, if required for her program, the following methods courses: Ed. 455, 456, 457, 458, Art 734, Music 720, 721, 722, and any methods courses numbered 764.

A senior transfer student from a regionally-accredited institution must complete at least 30 hours at Meredith. If a senior enters from a college not accredited by the regional accrediting agency, she must complete at least 60 hours at Meredith.

Students who have a bachelor's degree from another institution and wish to receive professional certification at Meredith in

teacher education or social work must complete 30 semester hours at Meredith.

A student transferring to Meredith with junior classification will be expected to take at Meredith at least 12 hours in the department in which she is a major. A student transferring with senior classification will be expected to take at Meredith at least nine hours in the department in which she is a major.

A student in the physician's assistant program will complete the last year of her work at Bowman Gray Medical School in Winston-Salem. Nurses earning a Bachelor of Science in Nursing must complete a minimum of 18 credit hours on the Meredith campus. Residency for the nursing program requires a minimum of one year at Duke Medical Center.

## *Transfer Credit*

When the candidate comes from a college accredited by the Southern Association of Colleges and Schools or by an equivalent regional accrediting association, she generally will be given credit for the courses acceptable toward a degree at Meredith. A candidate from a technical institute or business college should read the next section for information concerning the treatment of credit earned. A candidate from a non-accredited college may be given provisional credit which must be validated by examinations or by success in work undertaken at Meredith. In order to validate professional credit other than by examination, she must complete a minimum of 15 semester hours with a C average.

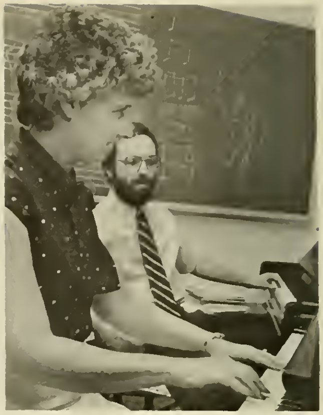
The maximum credit accepted from two-year colleges is 66 semester hours and from nursing schools, 35 semester hours. Credits may not be transferred from non-college affiliated nursing school programs to the Bachelor of Science in Nursing program unless validated by examination.

## *Credits from Technical, Business, Bible, and Nursing Schools*

For a student transferring to Meredith from a technical, business, Bible, or nursing school, each course from that institution is evaluated individually. The items reviewed in considering the acceptance of the credit are the description and content of the course, the student's performance on the course, and the accreditation of the institution.

## *Credit for Extra-Institutional Instruction*

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponosored by associations, business, government, industry, the military, and unions, may wish to seek advanced placement and credit at



Meredith. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department head to decide upon any credit given. In some cases, departmental examinations will be used for determining maximum amount that may be awarded for extra-institutional instruction. Further information may be obtained by writing to the Office of Continuing Education.

### *Old Credit*

In evaluating credit earned more than 10 years prior to enrollment at Meredith, the registrar will consult with the appropriate departmental head.

### *Restricted Credit for Juniors and Seniors*

Juniors may take as many as four semester courses numbered in the 100's. Seniors may take as many as two semester courses numbered in the 100's.

### *Credit in Music*

Of the 124 hours required for graduation, no more than four may be in ensemble credits. Additional ensemble credits, however, will be recorded on students' transcripts and will count in grade point averages. (See page 122 for list of ensemble courses.)

### *Credit in Physical Education*

Of the minimum 124 hours required for graduation, no more than eight hours may be physical education activity courses. Exceptions to the maximum of eight hours for students minoring in physical education must be approved by the head of the Department of Physical Education and by the academic dean or registrar. When the physical education requirement is met, any additional physical education activity course taken for a grade is counted in the quality point ratio.

## GRADING SYSTEM

Each course receives one official semester grade as an evaluation of the entire work of the student during the semester. A grade report is sent to the student or to another person designated by the student. Additional requests for reports will be processed as transcript requests.

## *Standard Grading*

In spite of the fact that different disciplines demand different emphases, that in certain areas special skills are necessarily involved, and that absolute uniformity would be impossible and perhaps undesirable, effort has been made to formulate some statement of interpretation of the letter grades.

| | |
|---|---|
| A | Sustained mastery of course content and consistent demonstration of individual initiative and insight beyond the fulfillment of course requirements. |
| B | Work displaying accurate knowledge of course content and some ability to use this knowledge creatively. |
| C | Work demonstrating familiarity with basic course concepts, related methods of study, and full participation in class work. |
| D | Work below the minimum standard as defined above. Although falling below this minimum, it is considered of sufficient merit to be counted toward graduation if balanced by superior work in other courses. |
| P | Passing on a course elected for pass-fail grading. Neither hours nor quality points are used in computing grade point averages. |
| F | Failure which may not be made up by re-examination. |
| I | The student's work is incomplete. If an I is not completed by the final class day of the next semester, it automatically becomes an F. |
| N | An interim grade assigned when there is no report by the instructor. |
| Z | An interim grade assigned only in a course that does not terminate at the end of the current grading period. This interim grade is not included when computing the current quality point average. |
| WF | The student was not passing when she withdrew from the course. A course with a grade of WF will count as hours attempted. See WP for withdrawal procedure. |
| WP | The student was passing when she withdrew from the course. A course with a grade WP does not count as hours attempted. Withdrawal from class with a WP mark is permitted at any time prior to one calendar week before the last day of classes. |
| W | The student withdrew from college or a course for medical or other emergency reasons or withdrew from a course during the first four weeks of the semester. W is given only upon medical or emergency withdrawal. A course with a W grade does not count as hours attempted. |
| Au | The student completed a satisfactory audit. |

## *Pass-Fail Policies*

Some courses are taught only for pass-fail grading. A student may register for these courses during a given semester in addition to the following pass-fail options.

### Pass-Fail Options

A. During her junior and/or senior years, a student may elect for pass-fail grading two courses outside her major field and, with the department's permission, a seminar in her major field. Only one such course may be elected during a single semester. A department may choose to restrict grading in a departmental seminar to A-F grading for majors in that department. Excluded are all courses pursued to satisfy area distribution requirements in the four categories: humanities and fine arts, social and behavioral sciences, mathematics and natural sciences, and health, physical education, and dance.

B. Physical education activity courses taken as a degree requirement are graded pass-fail for all students. Activity courses taken in addition to the four-hour requirement may be taken for a letter grade or may be taken pass-fail in addition to other pass-fail options.

### General Regulations

1. Course content and requirements will be the same for P-F registrants as for regular students, and minimum performance for P will be equivalent to minimum performance for letter grade D.
2. In computation of grade point averages an F on a P-F course will be computed as hours attempted; a P will not be computed as hours attempted.
3. When a student registers for the semester in which she elects the P-F option for a course, she will designate the course that she so elects. No changes in such option will be allowed after the first 20 days of the semester.
4. A student who changes her major to a department in which she has already taken P-F work may credit only one P-F course in the new major. If she has taken more than one such course, she will forfeit credit in the new major.
5. A student may elect the pass/fail option for a summer course for work taken at another college. This must be approved prior to taking a course.
6. Responsibility for compliance with all rules governing the P-F system rests with the student.

## *Quality Point Ratio*

Each student has her grade averaged in two ways: a Meredith average and an overall average. Each semester hour with a grade of A carries four quality points; B, three; C, two; D, one; F, none. The quality point ratio is calculated by dividing the number of quality points earned by the number of semester hours attempted, whether passed or not. A course that is repeated does not count toward additional hours attempted in calculating the quality point ratio.

## ACADEMIC RECOGNITION

### *Classification*

Students are to be classified on the following basis:

| Classification | Semester Hours Credit |
|---|---|
| Freshman | 1-25 |
| Sophomore | 26-59 |
| Junior | 60-89 |
| Senior | 90 and above |

### *Dean's List*

At the end of each semester a Dean's List is published in recognition of those students who have achieved a high academic level in their courses for that semester. Students who pass all Meredith and Cooperating Raleigh College courses with at least a 3.20 grade point average will be placed on the list. The students must have completed at least 12 semester hours during the semester, including courses at other Cooperating Raleigh Colleges. An F, WF, or I grade disqualifies a student for the Dean's List for that semester.

### *Graduation with Distinction*

The degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the following conditions:

A. A student must have been in residence at Meredith long enough to have earned a minimum of 57 semester hours in courses at Meredith and interinstitutional courses at other Cooperating Raleigh Colleges.

B. For the purpose of computing the standing of a student, two averages must meet the required standards established for honors.
   1. Meredith credits -- all courses taken at Meredith.
   2. Total credits -- all courses taken at any institution, including Meredith.

C. Students whose average is at least 3.2 quality points per semester hour are graduated **cum laude**; those whose average is at least 3.6 quality points per semester hour are graduated **magna cum laude**; those whose average is at least 3.9 quality points per semester hour are graduated **summa cum laude**.

## RECORDS

### *Registration*

Registration instructions and class schedules are available approximately three months before a term begins. After a student is registered, schedule changes are handled through the registrar's office.

### *Transcripts*

The Office of the Registrar serves as a repository of academic records for college credit and CEU courses. It sends all official transcripts and serves as the student enrollment verification office. Transcript requests must be made in writing by the student to the Office of the Registrar. The $2.00 fee for each transcript is required in advance.

Name and address changes are reported to the Office of the Registrar for distribution to other offices on campus. Formerly enrolled students report their changes to the Office of Alumnae Affairs.

All services in the Office of the Registrar are contingent upon satisfactory college accounts and other college obligations.

## RETENTION

To continue their enrollment at the college, all students are expected to maintain satisfactory progress toward graduation. Satisfactory progress means maintaining at least the minimal expected quality point ratio, with probationary status possible only for non-consecutive semesters, or being approved by a retention committee to continue enrollment.

A student is considered to be making minimal progress if she has earned at the end of any semester the appropriate quality point ratio indicated on the following chart:

| *Total Credit Hours Earned* | *Meredith QPR* |
|---|---|
| 1-25 | 1.35 |
| 26-59 | 1.65 |
| 60-89 | 1.85 |
| 90 and above | 1.90 |

Students who are certified to receive benefits from the Veterans Administration are expected to follow a more restrictive chart. This chart is available in the Office of the Registrar.

Students who are receiving financial assistance are required to meet additional standards of satisfactory academic progress for aid to be continued. The statement "Policy and Procedures for Determining Satisfactory Academic Progress" is available from the Office of Scholarships and Financial Assistance.

Should the student fail to achieve the minimum progress, she is placed on academic probation for the following semester. If, in that semester, she again fails to reach the minimum, her case will be reviewed by an academic retention committee composed usually of the dean of the college, the associate dean and registrar, the dean of students, the student's adviser, and professors who have taught her. This committee will decide whether the best interest of the student and the College requires suspension or retention. A student's adviser may refer her to an academic retention committee if her progress seems unsatisfactory even though she has met the minimum levels outlined above.

A student suspended for academic reasons may re-apply for admission after an absence of one semester. See pages 21 and 22 for a description of application procedures and the procedure used by the College in considering the request for re-admission.

## OFFICIAL WITHDRAWAL

Official withdrawal from the College is effected by all students through the Office of the Dean of Students. Failure to make official withdrawal forfeits the right of honorable dismissal.

$S_2 = 8$ $(16, 4, 0, 4, 0)$

$+ S_3 = 24$

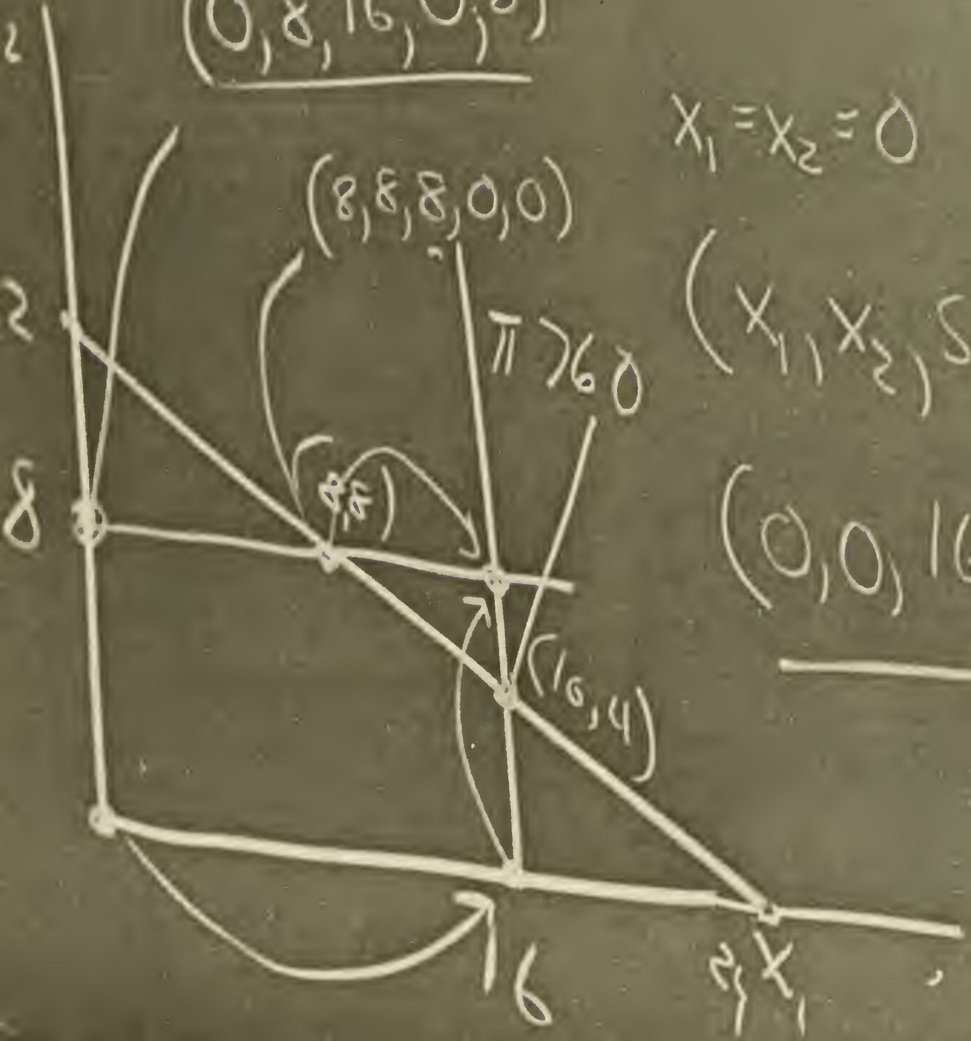
$\overbrace{(0, 8, 16, 0, 8)}$

$3x_1$

$x_1 = x_2 = 0$

$(x_1, x_2, S_1, S_2, S$

$(0, 0, 16, 8, 2$


2
8
(8,8,8,0,0)
π > 60
(8,8)
(16,4)
16
x_1

# Courses Of Study

- Lower level courses are numbered in the 100's and 200's; upper level courses 300's and 400's; educational method courses in academic disciplines, 700's; special courses, 900's.
- Brackets enclosing the number and title of a course indicate that the course is not given for the current year.
- The college does not guarantee to offer any course listed for which there is not a minimum registration of 10 students.
- A "Block" course is taught for the first part of a semester, five days a week. Student teaching under supervision is scheduled for the second part of either semester.

## SPECIAL STUDIES

Special studies courses are available in all departments in the following categories:

### 910 INDEPENDENT STUDY

A program of study involving a minimum of guidance and allowing truly autonomous study.

### 920 DIRECTED INDIVIDUAL STUDY

An individual course of study in an area selected and planned by a student in consultation with an instructor. Appropriate guidance provided by the instructor.

### 930 COMMUNITY INTERNSHIP

An internship in practical work, permitted if the work has a basis in prior course work and involves intellectual analysis. Supervision by an instructor and by a representative of the agency or institution in which the work is done.

### 940-949 GROUP STUDY

A course on a special topic which is not already on the curriculum.

Special Studies courses are governed by the following procedures:

1. A course may be proposed by students or faculty.
2. Each course must have the approval of the department head in which credit is given.
3. Each course must have the approval of the dean of the college.
4. Approval for group study of special topics is granted on a one-semester basis.
5. An approved group study course is listed in the schedule of courses offered and enrollment is through the usualy procedures.
6. Approval for independent study, directed individual study, and community internship must be secured by each student by registration day of the semester during which the course is to be aken.
7. Up to four semester hours credit may be granted for such courses.
8. The option may be pursued on multiple occasions.
9. Special studies courses may be designated for pass-fail grading by those persons responsible for approving them. A student may elect these in addition to her P-F options.

## INTERDISCIPLINARY STUDIES

Several departments intermittently offer opportunities for interdisciplinary study. These studies are designed to encourage synoptic thinking on themes that cut across several disciplines.

**IDS 100 APPRECIATION OF FINE ARTS**
A course designed to acquaint students primarily with the visual artist and the musician, the tools with which they work, and their means of personal expression. It will seek to establish the areas of similarity between the arts and to define those areas of individual uniqueness which each area of the arts possesses. Discussions of dance and theatre are also included. Counts as elective in the humanities and fine arts. *Credit, three hours.*

## WOMEN'S STUDIES

Various departments intermittently offer courses which examine different facets of life as a woman. Some examples are women in history, the psychology of women, women in literature, and interdisciplinary courses. Individual studies are always available for students who have interests in particular areas.

Personal development seminars are offered from time to time in self-understanding, assertiveness, and decision making.

## CAREER STUDIES

**CPS 101 CAREER PLANNING SEMINAR**
Designed to aid students in exploring career fields and employment trends, in assessing personal interests, abilities, and strengths; and to develop decision-making skills for relating this information to career plans. The seminar may include speakers and films. Open to all students. Offered for pass-fail only. *Credit, one hour.*

**COE 302 COOPERATIVE EDUCATION**
Supervised professional employment related to student career goals alternating with academic study. Prerequisite: 60 semester hours of college credit. Pass/Fail grading only. *Credit, four hours.*

**COE 403 COOPERATIVE EDUCATION**
Supervised professional full-time employment related to student career goals. Prerequisite: COE 302. Pass/Fail grading only. *Credit, one to four hours.*

## ART

Associate Professor Greene, *Head*; Associate Professors White and Maron; Assistant Professor Short; Instructors Bailey, Givvines, Greenberg, Harbison, Norton, and Reuer.

The department offers a Bachelor of Arts degree with a major in art to which can be added concentrations in studio art or art education certification.

The student who studies art at Meredith learns to function creatively in a variety of studio experiences and gains an understanding of the artistic productivity of human culture through courses in art history. Wherever possible, the student is expected to begin the studio program in her freshman year, though special provision may be made for transfer students.

All art majors are required to complete the core curriculum of 24 hours. The addition of three elective hours in art history and six elective hours in upper level studio courses meets the minimum requirement of 33 hours in art for the Bachelor of Arts degree. If the student wishes to pursue art as a profession she is encouraged to add a concentration of 21 hours of upper level art courses to the core which will allow for specialization and the development of personal style. Through the Special Studies Program a student may add even greater depth of experience to her program. Contract majors in art history and arts management are also possible for the student who desires a more specialized program.

Students planning to enter graduate school are urged to consult early with the chairman of the art department in order to gain maximum preparation from the undergraduate program at Meredith.

### *Requirements for a Major*

The major in art shall consist of at least 33 hours in art including:

(A) The core curriculum

| | |
|---|---|
| 101 Drawing I | 3 |
| 102 Drawing II | 3 |
| 103 Basic Color and Design | 3 |
| 104 Basic 3-D Design | 3 |
| 100 Theory and Practice of the Visual Arts | 2 |
| 120 Introduction to Art History | 3 |
| 322 Modern Art History | 3 |
| 210 Painting I | 3 |
| 492 Senior Project<br>(Exhibit, portfolio, or research) | 1 |
| | 24 |

(B) Nine hours of electives in art courses numbered 200 or above, three of which must be in Art History

Total Hours 33

## Art Concentrations

*The Studio Art Concentration* is designed for those students who intend to pursue the practice of the visual arts as a profession. The concentration provides adequate preparation for entrance into graduate school or entering many fields as a professional.

A major in art with a concentration in Studio Art shall consist of 45 hours including (a) the core curriculum; (b) three additional elective hours in Art History; (c) eighteen additional elective hours from the areas of Drawing, Painting, Sculpture, Ceramics, Interior Design, Crafts, Printmaking, Photography, and Graphic Design. These elective hours must include a minimum of nine hours in one studio area.

*The Art Education Certification Concentration* is designed for those students who wish to pursue the teaching of art as a profession. This concentration will result in certification by the state of North Carolina to teach art in grades K through 12. A major in art with Art Education Certification consists of 61 hours as defined below:

The Art Education Concentration

| | |
|---|---|
| I. The Core Art Curriculum | 24 |
| II. Other Required Art Courses | 18 |
| 200 Ceramics | 3 |
| 265 Sculpture | 3 |
| 270 Fiber or Metal Crafts | 3 |
| 350 or 351 Printmaking | 3 |
| 310 Advanced Painting | 3 |
| Art History Elective | 3 |
| III. Professional Education Courses | 22 |
| Foundations of American Education (EDU 232) | 3 |
| Educational Psychology (EDU 234) | 3 |
| Reading in the Content Area (EDU 471) | 1 |
| Theory and Methods of Teaching Art K-6 — 734 | 3 |
| Theory and Methods of Teaching Art K-12 — 735 | 3 |
| Student Teaching | 6 |
| Psychology of the Exceptional Individual (PSY 205) | 3 |
| Total Hours | 64 |

## Art History

### 120 INTRODUCTION TO ART HISTORY

A one semester lecture course designed to introduce students to great works of visual art of past and present civilizations, to be considered in historical sequence. Emphasis is placed on art of the Western world. As an aid to students in their full appreciation of art, attention is given to techniques and aesthetic principles. Required of art majors. *Credit, three hours.*

### 220 INTRODUCTION TO NON-WESTERN ART

A survey of the visual art forms produced by societies other than those within the Western tradition. Fall. *Credit, three hours.*

### 320 ANCIENT AND MEDIEVAL ART

A comprehensive survey of art from pre-historic times through the early Christian periods. The civilizations of ancient Egypt, Mesopotamia, Greece, Rome, and the early Christian civilization through the Romanesque and Gothic periods will be focal points for discussion. Prerequisite: ART 120 or permission. *Credit, three hours.*

### 321 RENAISSANCE AND BAROQUE ART

A comprehensive survey of architecture, sculpture, and painting from the early 14th through 18th centuries. Special emphasis will be given to the Italian Renaissance and the art of northern Europe. Prerequisite: ART 120 or permission. *Credit, three hours.*

### 322 MODERN ART

A comprehensive survey of architecture, sculpture, and painting from the mid-18th century to the present day. Special emphasis will be given to the study of major movements in modern painting, including Classicism, Romanticism, Impressionism, Expressionism and Cubism. Contemporary art will be viewed through lectures and current exhibitions. Required of art majors. Prerequisite: ART 120 or permission. Spring. *Credit, three hours.*

## Studio Art

(Studio fees are assessed for most studio courses.)

### 100 THEORY AND PRACTICE OF THE VISUAL ARTS

Concepts and theories inherent in the visual arts are encountered and discussed with regard to their practical application by the serious student of art (for art majors only or permission) Fall. *Credit, two hours.*

### 101 BASIC DRAWING I

A study of basic drawing fundamentals and relationships within the pictorial composition. Required of art majors. Six studio hours per week. *Credit, three hours.*

### 102 BASIC DRAWING II

An extension of the concepts and techniques encountered in Beginning Drawing I with an emphasis on the human figure and experimental drawing techniques. Prerequisite: ART 101. *Credit, three hours.*

### 103 BASIC COLOR AND DESIGN

Detailed analysis of the elements and principles of design with emphasis on solving problems involving color. Work in this course will be primarily two-dimensional. Required of art majors. Six studio hours per week. *Credit, three hours.*

### 104 BASIC THREE-DIMENSIONAL DESIGN

Detailed analysis of the elements and principles of design as used in three-dimensional art work. Required of art majors. Six studio hours per week. *Credit, three hours.*

### 301 LIFE DRAWING

A concentrated study of the human figure through drawing from the live model. Anatomy, foreshortening, and expressive interpretation of the figure will be emphasized. Prerequisite: ART 101 or permission. May be taken more than once. *Credit, three hours.*

### 210 BEGINNING PAINTING

An introduction to the basic techniques and media of painting. Oil, acrylic, watercolor, and other media will be encountered in a traditional approach to painting. Prerequisite: ART 101, 102, and 103 or permission. *Credit, three hours.*

### 310 ADVANCED PAINTING

An extension of the concepts and techniques encountered in ART 210 with an emphasis upon individual production and experimental techniques. Prerequisite: ART 210. May be taken more than once. *Credit, three hours.*

### 230 BEGINNING PHOTOGRAPHY

Introduces the use of the camera, lighting, and composition; darkroom techniques for making photograms, contact prints, enlargements, and manipulated prints; print finishing and presentation. Emphasis upon the use of the photographic process as an artistic medium. Student must have 35mm or 120 film size camera with adjustable focusing, shutter speeds, and lens openings. Six studio hours per week. *Credit, three hours.*

### 231 INTERMEDIATE PHOTOGRAPHY

An extension of the concepts and techniques encountered in ART 230 with an emphasis upon experimental techniques and the pursuit of photography as a fine art form. Prerequisite: ART 230. May be taken more than once. *Credit, three hours.*

### 330 ADVANCED PHOTOGRAPHY

The emphasis in this course will vary by semester through several professional dimensions of photography, including color photography, portrait photography, and photography for advertising. Prerequisite, ART 230. May be taken more than once. *Credit, three hours.*

### 240 BEGINNING GRAPHIC DESIGN

An introduction to visual communication for industry through the study of typography and illustration. Emphasis on design and skill development including layout and camera ready mechanicals that will be prepared for printing. Prerequisites: ART 101 and 103 or permission. *Credit, three hours.*

### 241 INTERMEDIATE GRAPHIC DESIGN

An extension of the concepts and techniques encountered in ART 240. Emphasis will be placed upon the development of professional quality design, integrating skills into the conception, design, and layout of more advanced finished products. Prerequisite: ART 240 or permission. *Credit, three hours.*

### 340 ADVANCED GRAPHIC DESIGN

The emphasis will vary by semesters through several dimensions of graphic design including fashion illustration, children's book illustration, advertising illustration, advanced calligraphy, and printed textile design. Prerequisite: ART 240. May be taken more than once. *Credit, three hours.*

### 346 INTERIOR DESIGN

See HEC 346. *Credit, three hours.*

### 447 ADVANCED COMMERCIAL DESIGN

See HEC 447. *Credit, three hours.*

### 448 ADVANCED RESIDENTIAL DESIGN

See HEC 448. *Credit, three hours.*

### 350 PRINTMAKING I

Emphasis on Intaglio and relief processes. Prerequisite: ART 101 and 102 or permission. Six studio hours per week. May be taken more than once. Fall. *Credit, three hours.*

### 351 PRINTMAKING II

Emphasis on lithographic or stencil processes. Prerequisite: ART 101 and ART 102 or permission. Six studio hours per week. May be taken more than once. Spring. *Credit, three hours.*

### 260 BEGINNING CERAMICS

Basic understanding of construction in clay is accomplished through hand building, throwing on the wheel, and experimental techniques. Glazing and firing are integral elements of the course. *Credit, three hours.*

### 361 ADVANCED CERAMICS

An extension of the techniques and concepts encountered in ART 260. Emphasis will be placed upon gaining depth of experience in a more limited number of approaches. Prerequisite: ART 260. May be taken more than once. *Credit, three hours.*

### 265 SCULPTURE

An introduction to the basic sculptural concepts through modeling, carving, casting, and assembling various sculptural media. Prerequisite: ART 104 or permission. *Credit, three hours.*

**270 FIBER OR METAL CRAFTS**
An introduction to the crafts of weaving, batik, jewelry, and enameling as art forms. *Credit, three hours.*

## Art Education

**734 THEORY AND METHODS OF TEACHING ART IN THE ELEMENTARY SCHOOL**
**(for art majors)**
A study of the development of art education in American elementary schools and the relationship between creative behavior and child growth through the visual arts are developed through research and practicum situations. Methods for teaching exceptional children are also studied. Prerequisite: 12 hours in art. May not be counted in the core or toward general education requirements. Fall. *Credit, three hours.*

**735 THEORY AND METHODS OF TEACHING ART IN THE SECONDARY SCHOOL**
**(for art majors)**
A theoretical study of traditional and experimental methods of teaching art at the secondary level. Attention is given to the creative visual development of all adolescents. The development of programs which deal with both the non-artist and the future artist is a priority. Prerequisite: 12 hours in art. May not be counted in the core or toward general education requirements. Spring. *Credit, three hours.*

**744 ART IN THE ELEMENTARY SCHOOL**
Designed to provide an understanding of the role of art in society, in the school curriculum, and in child development. Emphasis on developing positive self-expression and creative thinking processes through the training of perceptual sensitivity. Lesson planning, media, methods, and techniques of evaluation are encountered through student presentations. Correlation of creative art activities with the various academic subject areas is stressed. Programming for exceptional children in the mainstream class is also treated. May not be counted toward general education requirements. Prerequisite: IDS 100. *Credit, two hours.*

**492 SENIOR EXHIBITION/PROJECT**
All senior art majors should register for this course in the last semester of the senior year. A special exhibition of art work, a design project, or a research project is required to demonstrate the level of proficiency and expertise attained by the art graduate. *Credit, one hour.*

# BIOLOGY AND HEALTH SCIENCES

Professor Bunn, *Head;* Professor Booth; Associate Professor Reid; and Assistant Professor Grimes.

The Department of Biology and Health Sciences meets the needs of the liberal arts student with several introductory courses providing a contemporary molecular emphasis which relates the field to the physical sciences, home economics, and other disciplines. Advanced courses provide opportunities for in-depth exposure to many areas of the biological sciences.

Bachelor of Science and Bachelor of Arts degrees in biology and health sciences provide training for academic and industrial research, teaching, and medical technology. A biology major provides all needed prerequisites for post-graduate studies in the various areas of medical technology, medicine, dentistry, veterinary medicine, public health administration, physical therapy, opthalmology, and graduate studies in all areas of the biological sciences.

The Bachelor of Science in Nursing is offered in cooperation with Duke University School of Nursing and Medical Center. The program is designed for the practicing registered nurse who is seeking preparation for the professional level. Courses are offered in evenings as well as during the day to meet the needs of nursing schedules. The program is being developed with consultation from the National League for Nursing. Although accreditation by the National League for Nursing is never guaranteed, our aim is to meet their guidelines and seek the accreditation. Application to the program should be made through the Office of Continuing Education.

## *Requirements for a Major*

### BACHELOR OF ARTS — Biology

Thirty semester hours in biology, including 101, 102, 141, 211, 222, 331, 334, 321, or 436 and corequisite laboratory courses. Other requirements include CHE 111, 112, and 221; and corequisite laboratory courses, and mathematics through at least one semester of calculus (MAT 211); SCI 764 does not count toward a major. Students qualifying for a teaching certificate in high school biology must also include one year of either physics or earth science.

Students who elect biochemistry as a requirement must take the lecture and the laboratory.

## BACHELOR OF SCIENCE — Medical Technology

Twenty-four hours in biology at Meredith, including 101, 102, 141, 222, 321, or 323, 331, and 334. Other requirements include mathematics through one semester of calculus, CHE 111, 112, 221, 222, or 436, corequisite laboratory courses for a minimum of 98 hours at Meredith, and completion of the medical technology program at Duke (page 58).

## BACHELOR OF SCIENCE — Health Science

Twenty semester hours in biology, including BIO 101, 102, 141, 331, 334, 322, corequisite laboratory courses, plus prerequisite courses.

Other requirements include:

1. A concentration, including the courses specified, of at least eighteen hours in any one of the following areas:
   Chemistry — CHE 111, 112, 221, 222, PHY 211, 212, plus corequisite laboratory courses.
   Home Economics — HEC 124, 227, 428, 429, plus prerequisite courses.
   Psychology — PSY 100, 200, 204, 205, 308, 406.
2. Completion of 98 credit hours at Meredith by the end of the junior year.
3. At least five hundred hours of clinical experience (community internships, volunteer, etc.)
4. Successful completion of the first year of the Physician Assistant program at Bowman-Gray School of Medicine.

## BACHELOR OF SCIENCE — Nursing

The Bachelor of Science in Nursing degree requires a total of 124-127 credit hours as follows:

General Education Requirements
I. Humanities and Fine Arts....................21-24
  A. English Composition .................... 3-6
    Any student who makes a grade of "C" or better in English 111 meets the requirements for English composition. If a student makes a "D" in English 111 she must either repeat and pass English 111 (no additional credit) or pass English 112 (3 hours credit)
  B. Major British Writers....................3
  C. Literature and/or Foreign Language........................6
  D. Religion..............................6
    A 3-hour introduction to Biblical literature and history and one advanced course giving emphasis to issues of medical ethics.
  E. Elective..............................3
    A course selected from art; dance theory or history; music; philosophy; speech; theatre.
II. Social and behavioral sciences..................9
  A. History of Western Civilization............3
  B. Sociology and/or Psychology.............6
III. Health and Physical Education...................1
    Physical Education Activity Course.........1

Major Requirements.............................93
I. Pre-Nursing courses..........................33
  A. BIO 101, 141, 102, 231, 334 and 322 plus corequisite laboratory courses............19
  B. CHE 111 and 112 and corequisite laboratory courses.......................8
  C. MAT 110 or 120..........................3
  D. Nutrition (HEC 227)......................3
II. Nursing Courses............................60
  A. Professional Strategies...................30
    (Offered by challenge examination credit only)
    1. Psychology and Mental Health Program..................24
    2. Pathophysiological Processes........3
    3. Pharmacological Processes..........3
  B. Second Year Courses: (Cannot be challenged by examination.........................30
    1. Concepts and Principles of Clinical Science I.........................4
    2. Application of Scientific Concepts and Principles I.......................5
    3. Research and Statistics..............3
    4. Evaluation of the Client/Patient......3
    5. Organizational Behavior...........3
    6. Concepts and Principles of Clinical Science II.........................4
    7. Application of Scientific Concepts and Principles II (First Aid — 2 hours)....5
    8. Elective in Specialized Area..........3

Total Credit Hours 124-127

The residency requirement at Meredith is 18 hours and the residency requirement at Duke is one year.

## BACHELOR OF SCIENCE

Thirty-six semester hours in biology, including 101, 102, 141, 211, 222, 323, 331, 334, and 321 or 436 plus one approved biology elective and corequisite laboratory courses. Two hours of biology seminar or special studies in additon to the courses listed above. Thirty-three hours of related subjects as listed in the B.A. requirements above plus PHY 211 and 212, one additional upper level, three or four hour course in chemistry, and one additional advanced course in mathematics (245 or 212 recommended).

Students who elect biochemistry as a requirement must take the lecture and the laboratory.

### 101 GENERAL BIOLOGY I

A course presenting a number of the central principles of biology and relating them to everyday experience. Areas of study include: biology at the cellular and subcellular levels, vertebrate physiology and anatomy with an emphasis on man, and biology of the flowering plants. Three lectures per week. *Credit, three hours.*

**141 GENERAL BIOLOGY I LABORATORY**
Laboratory exercises designed to illustrate the principles considered in BIO 101. Topics include cell biology and the anatomy and physiology of vertebrate animals and flowering plants. Corequisite: BIO 101. *Credit, one hour.*

**102 GENERAL BIOLOGY II**
A continuation of general biology. This course provides the student with an introduction to five major topics in biological science. These are microbiology, a survey of plants, a survey of animals, genetics, and ecology. Emphasis is on both basic biological principles and applied topics related to these principles. Corequisite: BIO 142. Three lectures per week. *Credit, three hours.*

**142 GENERAL BIOLOGY II LABORATORY**
A selection of laboratory exercises designed to illustrate the basic principles presented in BIO 102. The exercises include the study of major plant and animal groups, experiments in bacteriology and genetics. Corequisite: BIO 102. Meets two hours per week. *Credit, one hour.*

**211 ADVANCED PLANT BIOLOGY**
An advanced plant science course combining basic studies in seed plant physiology and anatomy with traditonal plant morphology in which all major groups of the plant kingdom are surveyed. Prerequisite: BIO 101, 102. Corequisite BIO 241. Three lectures per week. *Credit, three hours.*

**241 ADVANCED PLANT BIOLOGY LABORATORY**
Laboratory study of plants to illustrate and supplement lecture material presented in BIO 211. Laboratory exercises will deal with life cycles and morphology of the major groups of the plant kingdom, anatomy and morphology of higher plants, and experiments in plant physiology. Corequisite: BIO 211. Three laboratory or field trip hours per week. *Credit, one hour.*

**222 INVERTEBRATE ZOOLOGY**
A comparative phylogenetic approach to the major groups of the invertebrate animals. Both type animals commonly encountered and transitional forms studies as to life history, morphology, physiology, ecology, and economic importance. Prerequisite: BIO 101, 102; Corequisite: BIO 242. Two lectures per week. *Credit, two hours.*

**242 INVERTEBRATE ZOOLOGY LABORATORY**
Laboratory studies include specific reference to classification, structure, function, ecology, and phylogeny of the major invertebrate phyla. Field trips are a possibility and would involve the study and collection of animals in their natural habitat. Corequisite: BIO 222. Six laboratory hours per week. *Credit, two hours.*

**231 FOUNDATIONS OF GENETICS**
A presentation of the basic concepts of genetics, emphasizing Mendelian inheritance as a background for discussions of molecular aspects of gene function. Examples for these lectures will include human as well as other animal, plant, and microbial systems. Prerequisites: BIO 101, 141, 102, 142 or equivalent. Recommended, MAT 110 or equivalent. *Credit, 3 hours.*

**234 PRINCIPLES OF ECOLOGY**
A study of the interactions between plants and animals and their environments. The effects of environmental factors on living systems are considered at the individual, population, and community levels. Prerequisite: BIO 101. Corequisite: BIO 244. Three lectures per week. *Credit, three hours.*

**244 PRINCIPLES OF ECOLOGY LABORATORY**
Laboratory studies of ecosystems to supplement lecture material presented in BIO 234 and illustrate some techniques involved in current ecological studies. Laboratory exercises will combine studies of plant, animal, and environmental interactions with experimental manipulations of selected ecosystems. Corequisite: BIO 234. Three laboratory or field trip hours per week. *Credit, one hour.*

**301 THE SCIENTIFIC LITERATURE**
See CHE 301. *Credit, one hour.*

**302 EXPERIMENTAL DESIGN**
See CHE 302. *Credit, one hour.*

**321 COMPARATIVE VERTEBRATE ANATOMY**
A course dealing with the morphology, anatomy, and development of the various vertebrate organs and systems of organs. Prerequisite: BIO 101, 102; BIO 222 recommended. Corequisite BIO 345. Two lectures per week. *Credit, two hours.*

**345 COMPARATIVE VERTEBRATE ANATOMY LABORATORY**
Study of the evolutionary history of the vertebrates and their relationship to the protochordates with emphasis being placed on the phylogenetic interrelationship of the organ-systems of various representative vertebrate groups. Corequisite: BIO 321. Four laboratory hours per week. *Credit, two hours.*

**322 HUMAN ANATOMY AND PHYSIOLOGY**
Study of the structure and function of the major tissues, organs, and organ systems of the human body. Prerequisites: BIO 101, 141, 102. Corequisite: BIO 342. Three lectures per week. *Credit, three hours.*

### 342 HUMAN ANATOMY AND PHYSIOLOGY LABORATORY

Students examine the structures of the human body. Also, exercises demonstrate functional aspects of the major organ systems. Prerequisites: BIO 101, 141, 102. Corequisite: BIO 322. Three laboratory hours per week. *Credit, one hour.*

### 331 GENETICS

A course designed to provide an understanding of the principles of classical, population, and molecular genetics and the relationship of these principles to human heredity, agriculture, evolution, and selected environmental problems. Prerequisites: BIO 101, 102, 141. Recommended, MAT 110 or equivalent. Corequisite for biology majors: Genetics laboratory (BIO 341). Three lectures per week. *Credit, three hours.*

### 341 GENETICS LABORATORY

Collection of laboratory exercises designed to provide some practical exposure to some of the general principles considered in Genetics, BIO 331. Laboratory work will be based upon a number of organisms including bacteria, fungi, higher plants, fruit flies, and man. Prerequisite: MAT 110 or equivalent. Corequisite: Genetics, BIO 331. Three laboratory hours per week. *Credit, one hour.*

### 323 VERTEBRATE PHYSIOLOGY

A comprehensive study of the principal processes involved in specialized cells, tissues and organ-systems including digestion, nutrition, blood and circulation, respiration, muscle and nerve coordination and integration. Anatomy to be studied when necessary to understand the functions of the different systems of the body. Prerequisites: BIO 101, 102; CHE 111, 112. Corequisite: BIO 343. Three lectures per week. *Credit, three hours.*

### 343 VERTEBRATE PHYSIOLOGY LABORATORY

Includes experimentation in digestion, blood analysis and circulation, respiration, excretion, and neuromuscular preparations. Especially adapted for students preparing to study medicine, nursing, dentistry, or to become medical technologists. Corequisite: BIO 323. Three laboratory hours per week. *Credit, one hour.*

### 334 MICROBIOLOGY

A general study of bacteria and viruses with emphasis on the application of the principles of bacteriology to clinical, industrial, and food science areas. Recommended for home economics majors. Prerequisites: BIO 101, 102, 141 and CHE 111, 112 or their equivalents. Corequisite: BIO 344. Three lectures per week. *Credit, three hours.*

### 344 MICROBIOLOGY LABORATORY

Laboratory includes culture and staining techniques as well as sterile techniques. Students isolate, characterize, and identify an organism from the environment, e.g. food, milk, soil, plants, or animals. Corequisite: BIO 334. Three laboratory hours per week. *Credit, one hour.*

### 401 RESEARCH I

See CHE 401. *Credit, one hour.*

### 402 RESEARCH II

See CHE 402. *Credit, one hour.*

### 421 EMBRYOLOGY

Fundamental principles of embryological development in different animals, with special emphasis on fertilization, cleavage, germ layer formation, induction, and organogenesis. Prerequisites: BIO 101 and 102. Corequisite: BIO 441. Three lectures per week. *Credit, three hours.*

### 441 EMBRYOLOGY LABORATORY

A study of the principles of maturation and fertilization of eggs, organization and formation of germ layers and organ systems of diverse animals such as echinoderms, annelids, the frog, chick, and pig. Live material will be used whenever possible, and histological techniques will be used for preparation of individual slide sets. Three laboratory hours per week. *Credit, one hour.*

### 436 BIOCHEMISTRY

A study of the chemistry of biological systems involving metabolic interrelationships, reaction rates, control mechanisms, and integration of these reactions within the structural framework of the cell. Prerequisite: CHE through 221, and BIO 101. Also offered as CHE 436. *Credit, three hours.*

### 446 BIOCHEMISTRY LABORATORY

Collection of laboratory exercises designed to provide some practical exposure to some of the general principles in Biochemistry (BIO. 436), e.g. gas, thin layer, paper, column chromatography; polarimetry; as well as standard chemical tests. Corequisite: BIO or CHE 436. Three laboratory hours per week. *Credit, one hour.*

### 499 SEMINAR

May be taken for credit both junior and senior years. Offered for pass-fail grading only. *Credit, one hour.*

### SCI 764 THE TEACHING OF SCIENCE

May not be counted toward a major. *Credit, three hours.*

*Under Cooperating Raleigh Colleges, there are additional courses available at North Carolina State University in genetics, botany, zoology, and microbiology and elementary courses in geology which may be of interest to biology majors. Also, students interested in veterinary medicine may take required courses for that program as well.*

*Students who wish advanced study or research in biology should consult with the department head and arrange for it through the special studies options listed on page 77.*

# BUSINESS AND ECONOMICS

Associate Professor Bird, *Head;* Professor Frazier; Associate Professors Johnson, Shafer, Simmons, and Spanton; Assistant Professor Bledsoe; Visiting Lecturer Behrman; Instructors Beveridge, Honeycutt, Sasnett, Scott, Shuey, Wakeman, Wessels, and Zipin.

The department offers a B.S. degree in business administration with concentrations in management, accounting, office administration, and economics, a B.A. degree in economics, and the master of business administration (MBA).

## *Requirements for B.S. Degree in Business Administration*

Candidates for the Bachelor of Science degree in business administration must take 24 hours in a prescribed core and 24 additional hours in their chosen concentrations.

The core consists of the following courses: ECO 210, 211; BUS 230, 231, 346, 366, 490; and MAT 245 (or equivalent).

The *Management Concentration* provides a student the opportunity to strengthen her leadership and decision-making qualities and to qualify for initial positions at an appropriate level of management or as a management trainee. The student who chooses this concentration must take BUS 332 and 499 and 18 additional hours chosen from: BUS 110, 333, 384, 446, 448, 454, 466, 468, 492, 494; ECO 310, 311, 364, 455; and other approved business or economics courses.

The *Accounting Concentration* provides the required courses for candidates to qualify to take the Certified Public Accountant (CPA) examination. Students who wish careers in accounting in the private sector may also select this concentration. In addition to BUS 230 and 231 included in the core, the students with this concentration must take BUS 333, 334, 335, 434, 438, and 437 or 332, and related electives selected from BUS 454, CSC 100 and 101, CSC 201, and other approved accounting courses (including 437 or 332).

The *Office Administration Concentration* enables a student to qualify for a teaching certificate in business or to enter business as an administrative secretary or assistant in areas where office skills, procedures, and systems are desirable. The student who chooses this concentration must take at least 24 hours above the core including BUS 220 (or equivalent), 221, 320, 321, 344, 384, 422, and approved electives in business and economics.

The *Economics Concentration* affords a student the opportunity to develop her interest in economic theory and its application and to prepare for a position in a specialized business, financial institution, or governmental agency or for admission to graduate school. A student who chooses this concentration must take ECO 310, 311, 499 and 15 additional hours chosen from ECO 324, 364, 434, 435, 455, 456, 492, BUS 494, and other approved economics courses.

A student who seeks a North Carolina teacher's certificate must meet requirements specified in the approved teacher education program. The student qualifying for the comprehensive business certificate will normally select the *Office Administration Concentration,* and the student who wishes the basic business certificate will select the *Management Concentration.*

Students in the *Office Administration Concentration* must present evidence of having completed at least 40 hours of approved work experience. All other students are encouraged to acquire work experience related to their interests and concentrations.

## *Requirements for B.A. Degree in Economics*

Twenty-seven hours in economics, including 210, 211, 310, and 311. Majors are urged to take MAT 211.

## *Requirements for the Master of Business Administration*

Details of the MBA program are published in a separate document. Information is available from the department or the Registrar.

### Accounting

#### 230 PRINCIPLES OF ACCOUNTING I

Study of basic accounting principles, accounting cycle, and preparation and interpretation of financial statements. Not open to freshmen. *Credit, three hours.*

#### 231 PRINCIPLES OF ACCOUNTING II

Application of accounting principles to partnerships and corporations, income tax, introduction to cost accounting, analysis of financial reports and statements. Prerequisite: BUS 230. *Credit, three hours.*

#### 332 MANAGERIAL ACCOUNTING

Analysis of financial data for managerial decision-making; interpretation of accounting data for planning and controlling business activities. Prerequisites: BUS 230 and 231. *Credit, three hours.*

#### 333 COST ACCOUNTING

The analysis of cost factors and their relationships to production, emphasizing cost procedures and information systems; internal control budgeting. Prerequisite: BUS 230 and 231. *Credit, three hours.*

### 334 INTERMEDIATE ACCOUNTING I

The development of corporate financial accounting theory and its application to in-depth problems of financial statement account valuation, analysis of working capital, and determination of net income. Also included is a study of the development of accounting concepts and principles; short, intermediate, and long-term obligations; and investments. (Prerequisites: BUS 230, 231). *Credit, three hours.*

### 335 INTERMEDIATE ACCOUNTING II

A continuation of BUS 334, featuring topics such as income measurement and valuation issues related to stockholder's equity; price level and fair value issues; special sales methods; accounting changes; pensions; leases; and income tax allocations. Related professional literature will be analyzed. (Prerequisite: BUS 334). *Credit, three hours.*

### 434 INCOME TAX ACCOUNTING

A comprehensive interpretation and application of the federal income tax code as it pertains to the determination of taxable income and computation of tax liability for individuals. (Prerequisites: BUS 230, 231). *Credit, three hours.*

### 437 ADVANCED ACCOUNTING

A study of financial accounting for complex business relationships, including home office-branch accounting, business combinations, consolidated financial statements, partnerships, governmental funds, and foreign exchange. (Prerequisites: BUS 334, 335). *Credit, three hours.*

### 438 AUDITING

A study of auditing theory, practices, and procedures encompassing audit objectives, standards, evidence, control, professional ethics, and legal responsibility. Related materials of professional importance will be used. (Prerequisites: BUS 334, 335). *Credit, three hours.*

## Business Administration

### 110 FUNDAMENTALS OF BUSINESS

A survey of business, introducing major operations of a firm including marketing, production, finance, and human resources management. This course also examines the economic, social, and political environment of business. Not open to senior majors in business administration. *Credit, three hours.*

### 366 PRINCIPLES OF MARKETING

Introduction to the principles and techniques associated with the distribution of goods and services from the producer to the customer. Not open to freshmen. *Credit, three hours.*

### 384 BUSINESS COMMUNICATION AND REPORTS

Analysis and composition of adjustment, credit, collection, employment, sales, and goodwill letters; preparation and presentation of oral and written business reports. Prerequisite: ability to typewrite. *Credit, three hours.*

### 454 BUSINESS LAW

Legal principles applied to contracts, negotiable instruments, bailments, sales, property, insurance, torts, and bankruptcy; place of law in society. *Credit, three hours.*

### 466 SALES MANAGEMENT

An analysis of professional selling practices with emphasis on the selling process and sales management. It will include the foundations of selling, the selling process, the difference in selling to customers and to the ultimate consumer, and the management of the sales function. Students will be required to make sales presentations. Prerequisites: BUS 346 and BUS 366. *Credit, three hours.*

### 468 MARKETING MANAGEMENT AND PLANNING

The management and planning required for the development of marketing plans for product and service-oriented organizations. It involves disciplined analysis of the needs, wants, perceptions, and preferences of target markets as the basis for setting objectives and developing the plans to accomplish them. Students will be required to develop and present marketing plans for organizations. Prerequisite: BUS 346 and 366. *Credit, three hours.*

### 490 CORPORATION FINANCE

Financial analysis, working capital management, cost of capital, profitability and risk, short- and intermediate-term financing, long-term financing; external growth; and problems in financing. Prerequisite: BUS 231. *Credit, three hours.*

### 494 DECISION ANALYSIS

An examination and application of data-gathering, analysis methods, and decision-making techniques with emphasis on primary and secondary data sources; series; parametric statistical analysis; decisions under risk and uncertainty; cost-benefit analysis; and simulation models. Prerequisites: MAT 245 and BUS 346. *Credit, three hours.*

## Management

### 346 PRINCIPLES OF MANAGEMENT

Introduction to the theory and application of management principles, skills, and functions in the achievement of organizational efficiency and effectiveness. Not open to freshmen. *Credit, three hours.*

**446 PERSONNEL MANAGEMENT**
The principles, practices, and underlying theories of personnel management in relation to employee selection, training, motivation, and remuneration; interpersonal and group relationships; manpower planning. Prerequisite: BUS 346. *Credit, three hours.*

**448 ORGANIZATIONAL BEHAVIOR**
An analysis of individual and work group characteristics and those organizational factors which influence individual behavior within the organizational setting. The concepts studied include individual differences, small group dynamics, job and system design, leadership, motivation, and communication. Prerequisite: junior standing; BUS 346; and PSY 100 or SOC 230. *Credit, three hours.*

**492 INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT**
For description, see ECO 492. *Credit, three hours.*

**499 BUSINESS POLICY**
In-depth study of managerial policy formulation, strategies and problems, including the influence of economic, social, and governmental factors. Prerequisite: Classification as senior major in business administration or economics. Required for management and economics concentrations. Also listed as ECO 499. *Credit, three hours.*

## Office Administration

**220, 221 TYPEWRITING**
Development of typewriting skills; application of skill and knowledge to business letters, manuscripts, tabulation problems, and office forms. Prerequisite for BUS 221: BUS 220 or a test demonstrating acceptable speed, control, and production levels. *Credit, six hours.*

**320, 321 ELEMENTARY SHORTHAND**
Principles of Gregg Shorthand, development of skill to take dictation at 80 words a minute on new material and produce acceptable transcripts. Prerequisite or corequisite: BUS 220 and 221. Prerequisite for BUS 321: BUS 320 or equivalent. *Credit, six hours.*

**344 OFFICE PROCEDURES AND MANAGEMENT**
Development of knowledge of duties and current office procedures required in an efficient business organization. Hands-on experience in the use of transcribing machines, word processors, and electronic calculators. Prerequisite: BUS 221 or equivalent. *Credit, three hours.*

**422 ADVANCED SHORTHAND**
Review of shorthand theory; further development of dictation and transcription skills; special attention to mailable transcripts and production competency. Prerequisite: BUS 221, BUS 321 or equivalent. *Credit, three hours.*

## Miscellaneous

**764 THE TEACHING OF BUSINESS**
Methods and materials for teaching business subjects in the secondary school; attention given to the study of the philosophy and the objectives of business education and the importance of planning and evaluating. May not be counted toward a major in the department. *Credit, three hours.*

**480 BUSINESS INTERNSHIP**
Supervised experience in business or governmental institutions where work is related to student interest and concentration. Planned seminars. Limited to senior majors. Pass/Fail grading only. *Credit, three hours.*

## Economics

**210 MACROECONOMIC PRINCIPLES**
A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies. *Credit, three hours.*

**211 MICROECONOMIC PRINCIPLES**
A continuation of ECO 210, with microeconomic emphasis to include an examination of the market, prices, costs, the production process, forms of competition, theory of the firm, international trade, and economic growth. Prerequisite: ECO 210. *Credit, three hours.*

**310 AGGREGATE ECONOMIC ANALYSIS**
Intermediate level analysis of national income and employment determination, theories of economic growth and fluctuation, techniques and problems of monetary and fiscal policies to achieve macroeconomic goals of full employment, price stability, economic growth, and balance of payments equilibrium. Prerequisite: ECO 210. *Credit, three hours.*

**311 PRICE THEORY**
A study of resource allocation, consumer utility maximization, price elasticity, resource demand, and profit maximization under different market structures. Prerequisites: ECO 210 and 211. *Credit, three hours.*

**324 HISTORY OF ECONOMIC THOUGHT**
A critical analysis of the development of economic ideas, their origins and institutional framework, with primary emphasis on an interpretative study of outstanding economists of the past whose contributions have significance for contemporary economic theory. Prerequisite: ECO 210. *Credit, three hours.*

**364 LABOR ECONOMICS**
An analysis of American labor in a changing economic and social order; special emphasis upon labor history, labor organizations, collective bargaining,

labor legislation, and the economics of wage determination. Prerequisites: ECO 210 and 211. *Credit, three hours.*

### 374 CONSUMER ECONOMICS

An analysis of intelligent consumer decision-making in the marketplace; economic, psychological, and customary factors motivating buying; government protection for the consumer; consumer credit institutions; insurance, investments, and management of personal and family finances. Also listed as HEC 374. *Credit, three hours.*

### 434 INTERNATIONAL ECONOMICS

A study of the foundations of international trade theory; development of international economic policies; foreign exchange and payments systems; and international institutions supporting trade, with special emphasis on the role of the multinational corporations and common markets. Prerequisites: ECO 210 and 211. *Credit, three hours.*

### 435 COMPARATIVE ECONOMIC SYSTEMS

An analysis of the economic systems of capitalism, socialism, communism, and their variants; and an evaluation of those systems as a means of fulfilling basic economic goals. Special attention will be given to a comparison of the present economies of the United States, U.S.S.R., Great Britain, India, and the Common Market countries. Prerequisite: ECO 210. *Credit, three hours.*

### 455 MONEY AND BANKING

A study of contemporary monetary theory and policy, including an examination of the value and purchasing power of money; the role of commercial banks; the central banking system and its monetary controls; and the relationship among prices, production, employment, and economic growth. Prerequisites: ECO 210 and 211. *Credit, three hours.*

### 456 PUBLIC FINANCE

Principles of taxation and the budgetary expenditure process; the role of government in allocation of resources, stabilization of the economy, and income redistribution; debt management. Prerequisite: ECO 210. *Credit, three hours.*

### 492 INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT

Portfolio management theory and practice; technical analysis; cyclical analysis and forecasting; functions of securities' markets; security evaluation of stocks, bonds, money market instruments, options, futures, investment trusts, real estate, and tangible speculative investments; methods for optimizing the goals of individual and corporate investors. Prerequisites: BUS 490; MAT 245. *Credit, three hours.*

### 499 BUSINESS POLICY

For description, see BUS 499. *Credit, three hours.*

*Additonal courses in business and economics are available through the Cooperating Raleigh Colleges.*

*Students who wish advanced study and research in business and economics should consult with the departmental head and arrange for it through the special studies options listed on page 77.*

# CHEMISTRY AND PHYSICAL SCIENCE

Professor Shiflett, *Head;* Professor Bunn; Assistant Professors Birkin and Lewis; Instructors Baunach and Whitehurst.

The chemistry and physical science department attempts to prepare students for a variety of goals in life. Introductory courses are available in chemistry, physics, and physical geography to satisfy the general education needs of the student. Students desiring more advanced study may design a minor in chemistry or chemical physics, or they may pursue a major in chemistry leading to a B.A. or B.S. degree.

The major in chemistry for the B.A. degree is designed to allow maximum flexibility. It is a good option for students treating chemistry as a second major. The major in chemistry for the B.S. degree has more specific requirements than does the major for the B.A. degree. A major in chemistry, in addition to providing a well-rounded education, specifically prepares students for graduate school, a career in industrial chemistry, teaching, or a variety of health related fields such as dentistry, medicine, medical technology, pharmacy, or veterinary science.

For the student majoring in another discipline and desiring a concentration in chemistry, the following sequence of courses fits the requirements of most health-related professional schools: CHE 111, 112, 221, 222, and 350.

## *Requirements for a Major*

### BACHELOR OF ARTS

Thirty semester hours in chemistry, including 111, 112, 221, 222, 350, and 499 (with corequisite labs); PHY 211, 212; MAT 211, 212 (another mathematics course may be substituted for 212 with approval of the chemistry department).

### BACHELOR OF SCIENCE

Thirty-six hours in chemistry, including 111, 112, 221, 222, 350, 420, 430, 440, 499 (with corequisite labs); PHY 211, 212; BIO 101; MAT 211, 212, 220, 354 (another mathematics course may be substituted for 354 with approval of the chemistry department). Computer Science, CSC 201, is strongly recommended. GER 100, 101 is recommended to fulfill the foreign language requirement.

## Chemistry

### 111 GENERAL CHEMISTRY I

Fundamental concepts of chemistry, emphasizing stoichiometry, atomic and molecular structure, and chemical bonding. Three class hours per week. Corequisite: CHE 141. *Credit, three hours.*

### 141 GENERAL CHEMISTRY LABORATORY I

Laboratory experiments designed to supplement the work in CHE 111. Three laboratory hours per week. Corequisite: CHE 111. *Credit, one hour.*

### 112 GENERAL CHEMISTRY II

A continuation of fundamental concepts, with emphasis on kinetics, equilibria, electrochemistry, and descriptive chemistry. Three class hours per week. Prerequisite: CHE 111, 141. Corequisite: CHE 142. *Credit, three hours.*

### 142 GENERAL CHEMISTRY LABORATORY II

Laboratory experiments designed to supplement the work in CHE 112 and including qualitative and quantitative analysis.Three laboratory hours per week. Corequisite: CHE 112. *Credit, one hour.*

### 221 ORGANIC CHEMISTRY I

Fundamental principles, reactions, and mechanisms of organic chemistry. Three class hours per week. Prerequisite: CHE 112, 142. Corequisite: CHE 241. *Credit, three hours.*

### 241 ORGANIC CHEMISTRY LABORATORY I

Experimental techniques in synthesis and reactions of organic compounds. Three laboratory hours per week. Corequisite: CHE 221. *Credit, one hour.*

### 222 ORGANIC CHEMISTRY II

A continuation of CHE 221, emphasizing mechanisms, reactions, and physical methods of organic chemistry. Three class hours per week. Prerequisite: CHE 221, 241. Corequisite: CHE 242. *Credit, three hours.*

### 242 ORGANIC CHEMISTRY LABORATORY II

Experimental organic chemistry with emphasis on qualitative analyses of organic compounds using chemical tests and instrumental analysis. Three laboratory hours per week. Corequisite: CHE 222. *Credit, one hour.*

### 301 THE SCIENTIFIC LITERATURE

An introduction to the scientific literature, various literature search strategies, and a literature search on an assigned topic. Prerequisite: one laboratory science course. Also listed as BIO 301. Fall. *Credit, one hour.*

### 302 EXPERIMENTAL DESIGN

An introduction to experimental design and the analysis and evaluation of experimental data. Prerequisite: one laboratory science course. Also listed as BIO 302. Spring. *Credit, one hour.*

### 350 QUANTITATIVE ANALYTICAL CHEMISTRY

A study of the principles and techniques of chemical analysis including volumetric, spectrophotometric, and electroanalytic methods. Prerequisite: CHE 112. Three class hours and three laboratory hours per week. Offered Spring of even years. *Credit, four hours.*

**401 RESEARCH I**
A laboratory experience involving individual or small group participation in an ongoing research project. Two laboratory hours per week. Prerequisite: one laboratory science course. Also listed as BIO 401. Fall. *Credit, one hour.*

**402 RESEARCH II**
A continuation of CHE 401 with preparation of a final written report on research results. Prerequisite: one laboratory science course. Also listed as BIO 402. Spring. *Credit, one hour.*

**420 CHEMICAL THERMODYNAMICS AND KINETICS**
A study of the states of matter, thermodynamics, chemical equilibria, and reaction rates. Three lectures per week. Prerequisites: CHE 112, PHY 212, and MAT 211. Offered Fall of even years. *Credit, three hours.*

**430 ATOMIC AND MOLECULAR STRUCTURE**
A study of the modern theories of atomic and molecular structure and chemical bonding. Three lectures per week. Prerequisites: CHE 112, PHY 212, and MAT 211. Offered Spring of odd years. *Credit, three hours.*

**440 EXPERIMENTAL PHYSICAL CHEMISTRY**
Laboratory studies in electrochemistry, thermochemistry, equilibria, kinetics, and spectroscopy with emphasis on mathematical treatment of experimental data and technical report writing. Three laboratory hours per week. Prerequisite: CHE 420 or 430 or concurrent registration. *Credit, one hour.*

**436 BIOCHEMISTRY**
See BIO 436. *Credit, three hours.*

**446 BIOCHEMISTRY LABORATORY**
See BIO 446. *Credit, one hour.*

**474 INORGANIC CHEMISTRY**
Advanced concepts of theoretical and descriptive inorganic chemistry. Three class hours per week. Prerequisite: CHE 112, 142. Offered Fall of odd years. *Credit, three hours.*

**499 SEMINAR**
May be taken for credit more than one semester. Offered for pass-fail grading only. *Credit, one to three hours.*

## Physics

**204 PRINCIPLES OF PHYSICS**
A study for the non-science major of the fundamental principles of physics with emphasis on their relevant applications. *Credit, three hours.*

**211 GENERAL PHYSICS I**
A study of mechanics, thermodynamics, and waves. Three lectures per week. Prerequisite: MAT 211. Corequisite: PHY 241. *Credit, three hours.*

**241 GENERAL PHYSICS LABORATORY I**
Laboratory studies in mechanics, thermodynamics, and waves. Two laboratory hours per week. Corequisite: PHY 211. *Credit, one hour.*

**212 GENERAL PHYSICS II**
A study of electricity, magnetism, optics, and modern physics. Three lectures a week. Prerequisite: PHY 211. Corequisite: PHY 242. *Credit, three hours.*

**242 GENERAL PHYSICS LABORATORY II**
Laboratory studies in electricity, magnetism, optics, and modern physics. Two laboratory hours per week. Corequisite: PHY 212. *Credit, one hour.*

**430 ATOMIC AND MOLECULAR STRUCTURE**
See CHE 430. *Credit, three hours.*

## Geography

GEO 204 carries credit toward the area requirement in the natural sciences. GEO 205, 236 and 368 may be used for credit toward the area requirement in the social sciences.

**204 ELEMENTS OF PHYSICAL GEOGRAPHY**
An introductory survey of the physical environment, analyzing on a worldwide basis both the elements of weather and climate and the origin and reshaping of major landforms. Three class hours and one two-hour laboratory period per week. *Credit, four hours.*

**205 WORLD REGIONAL GEOGRAPHY**
A systematic survey of major world regions with emphasis on climates, landforms, resources and economics. Also includes discussions on political ties, and position in world trade. *Credit, three hours.*

**236 CONSERVATION OF NATURAL RESOURCES**
An introductory survey of the use and abuse of soils, minerals, water, forests, public lands, and recreational areas, with emphasis on the ever growing problem of preservation for future generations. *Credit, three hours.*

**368 POLITICAL GEOGRAPHY**
A study of the state as a political unit. Geographical analysis of national and international boundaries, the territorial seas, populations, administrative areas, interstate relations, foreign trade, colonies, and international organizations in their relation to the state. A systematic approach, with case studies. *Credit, three hours.*

**SCI 764 THE TEACHING OF SCIENCE**
May not be counted toward a major. *Credit, three hours.*

*Courses in the physical sciences are also available at North Carolina State University under Cooperating Raleigh Colleges.*

*Students who wish advanced study and research in chemistry and physics should consult with the department head and arrange for it through the special studies options listed on page 77.*

# EDUCATION

Associate Professor Johnson, *Head*, Professors Murray and Todd; Instructors Baunach and Gulledge.

## *Programs Offered*

Meredith offers undergraduate programs leading to the initial N.C. teaching certificate and a graduate program leading to the Master of Education Degree in elementary education and the N.C. graduate certificate in early childhood education or in intermediate education.

## *Program Changes*

The North Carolina State Board of Education has developed new "Standards for the Approval of Teacher Education Institutions and Programs in North Carolina" and new "Competencies and Guidelines for Approved Teacher Education Programs." Meredith College, along with all other institutions with teacher education programs, will be studying the new regulations to determine their implications for teacher education programs at Meredith.

Meredith undergraduate programs leading to the initial N.C. teaching certificate and the school social service worker certificate are approved by the N.C. Board of Education.

The Meredith Master of Education Degree Program in elementary education has the approval of the N.C. Board of Education.

Students enrolled in the programs will be given adequate advance notice of changes in the programs.

## *Education Programs*

### The Master of Education Degree Program

A brochure titled "Master of Education Degree Program" which provides complete information about the program can be obtained from the Education Department or from the registrar's office.

### The Undergraduate Certification Programs

A student may choose a teacher education program in addition to her major program of study. A major subject must be selected from the list on page 54. Programs are available for the initial N.C. teacher certification in early childhood education (grades K-4); intermediate education (grades 4-6); middle grades education (grades 6-9); secondary education (grades 9-12): English, French, mathematics, biology, chemistry, social studies, and Spanish; special subject area education (grades K-12): art, music, and reading; and occupational education: business and office education and home economics education (grades 7-12).

A student also may choose to earn N.C. certification as a school social service worker in the program offered by the Department of Sociology and Social Work.

Although there are common elements in each of the N.C. certification programs, each of them is a distinctly different program designed for a specific purpose. The requirements for each program are described on the following pages. Students who plan to teach in the public or private schools should choose one of the programs early and pursue it throughout their undergraduate and graduate college experience. Additional information and advice are available in the Department of Education.

Admission to teacher education is open to both degree and nondegree women students who meet the standards established by the College.

I. Meredith Degree Students (Students enrolled in a program of study that will lead to a degree awarded by Meredith.)
    A. Students who plan to teach
        1. A student who plans to teach should consider the available teacher education programs, confer with her adviser, and select one as early as is feasible but no later than the second semester of the sophomore year.
            a. Students who plan to be middle grades education (6-9) teachers should confer with their advisers and select and declare a major to coincide with one of the concentrations available to middle grades education (6-9) students at Meredith.
            b. Students who plan to be secondary education (9-12) teachers, or special subject area education (K-12) teachers, or occupational education teachers should confer with their advisers and select and declare a major to coincide with the subject area in which they want to be certified.
        2. After selecting a major and the desired teacher education program the student should go to the Office of the Registrar and formally declare the major and indicate the desired teacher education program.
        3. The Registrar will send a copy of the completed Declaration of Major form to the Education Department. Upon receipt of the Form, the Department will send the student a packet of materials for Admission To Teacher Education and notify the student's adviser. The student should see that the Application for Admission to Teacher Education and all

supporting materials are filed with the Education Department as soon as possible. Completion of the application is interpreted as a strong indication of the student's serious intent and commitment to a career in teaching. NOTE: Applicant's overall grade point average must be 2.0 or above for admission to the program.

4. Each completed application is reviewed in the Department of Education and the applicant is notified of the admission decision by the Head of the Department of Education. An applicant can appeal the admission decision to the Teacher Education Committee by writing a letter to the Chairman of the Teacher Education Committee.

B. Students who plan to become school social service workers
   1. A student who plans to become a school social service worker should confer with her adviser, select an appropriate major and formally declare the major and the school social service worker certification program in the Office of the Registrar.
   2. The Registrar will send a copy of the Declaration of Major form to the Education Department which will send the student a packet of materials for Admission to Teacher Education and notify her adviser.
   3. The completed application is reviewed on the same bases as applications for admission to teacher education and each applicant is notified of the admission decision by letter by the Head of the Department of Education. An applicant can appeal the admission decision to the Teacher Education Committee by writing a letter to the Chairman of the Education Committee.

II. Nondegree Students (Students who have at least a baccalaureate degree, who are enrolled in a program of study that does not lead to a degree awarded by Meredith College but does lead to an initial or additional N.C. education certificate)
   A. All nondegree students seeking initial North Carolina education certification, an additional North Carolina education certificate, or North Carolina education certificate renewal should contact the Head of the Education Department.
   B. Students with a baccalaureate degree from another institution who are seeking a North Carolina education certificate at Meredith College must meet teacher competency requirements through a program of study approved by the Department of Education. They must take a minimum of thirty semester hours of course work at Meredith which may include additional courses in general education and will include courses in the specific education certification areas and professional education. Exceptions to these requirements will be determined on an individual basis by the Department of Education.

## Requirements for All Certificates

All college requirements for graduation must be met by each student seeking a N.C. education certificate. Courses taken to meet college graduation requirements are also applicable to specific requirements in all education programs.

Students completing an education program must also complete a major in another discipline (see page 54).

## Elementary Teacher Education Programs

(Early Childhood Education Grades K-4 and Intermediate Education, Grades 4-6)

Students who expect to secure an initial North Carolina certificate to teach at the early childhood education (K-4) level or at the intermediate education (4-6) level must meet both the course and minimum semester hour requirements listed below.

### *Early Childhood Teacher Education (Grades K-4) Program*

I. General Education Requirements
   A. The general education (area distribution) requirements of the College
   B. Within the general education (area distribution) requirements of the College, the following specific requirements:

Language arts .......................... 9

English composition and grammar:
ENG 111, Principles of Writing (3)

English Literature
ENG 201, Major British Writers (3)

American Literature
ENG 206, Survey of American Literature (3)

Social studies .......................... 12

HIS 101, The Emergence of Western Civ., or
HIS 102, Modern Western Civilization, (3)

HIS 214, American History to 1876 (3)

SOC 335, American Ethnic Relations (3)
(Although SOC 230 or 260 are strongly recommended as prerequisites, teacher education students are not required to have them.)

ECO 210, Principles of Economics, or
ECO 374, Consumer Economics, (3)

Psychology . . . . . . . . . . . . . . . . . . . . . . . . . . . . 6
- PSY 204, Developmental Psychology (3)
  (Prerequisite: EDU 234 or PSY 100)
- PSY 205, The Psychology of Exceptional Individuals (3)
  (Prerequisite: EDU 234 or PSY 100)

Natural science . . . . . . . . . . . . . . . . . . . . . . . . . 8
- BIO 101, General Biology I (3)
- BIO 141, General Biology I Laboratory (1)
- GEO 204, Elements of Physical Geography (4)

Mathematics . . . . . . . . . . . . . . . . . . . . . . . . . . 6
- MAT 150, Fundamental Concepts of Math (3)
- MAT 110, Elementary Functions, or MAT 120, Finite Mathematics, (3)

Cultural arts . . . . . . . . . . . . . . . . . . . . . . . . . . 3
- IDS 100, Appreciation of Fine Arts (3)

II. National Teacher Education (NTE) Requirements for Admission to Teacher Education
- A. The NTE Core Battery Test I, Communication Skills, and the NTE Core Battery Test II, General Knowledge, must be taken at the end of the sophomore year.
- B. To be formally admitted to the Teacher Education Program, the student must make a minimum score of *632* on the NTE CBT I and a minimum score of *627* on the NTE CBT II.
  1. The tests may be taken more than once.
  2. Admission policies operate to limit the progression of potential candidates in teacher education programs to introductory courses only, or to no more than the number of courses that comprise one-half of the total professional studies program, exclusive of student teaching, until formal admission requirements (including the minimum required scores on the NTE CBT I and II) have been satisfied.
  3. The student may not complete more than fourteen semester hours of the professional education requirements before meeting the minimum score requirements on the NTE CBT I and NTE CBT II.

III. Major Study Program Requirements in an Area Other than Education

IV. Professional Education Requirements for Early Childhood Education(K-4) Students (35 sem. hrs.)
- A. Professional Education, General . . . . . . . . . . . . . . 9
  - EDU 232, Foundations of American Education (3)
  - EDU 234, Educational Psychology (3)
  - EDU 348, Perspectives in Early Childhood Education (3)
- B. Professional Education, Methods . . . . . . . . . . . . . 20
  - Prior to the BLOCK semester (last semester of the teacher education program):
    - EDU 344, Communication Skills in the Elementary School (3)
    - ART 744, Art in the Elementary School (2)
      (Prerequisite: IDS 100)
    - HED 744, Health Education in the Elementary School (2)
    - MUS 744, Music in the Elementary School (2)
      (Prerequisite: IDS 100)
    - PED 744, Physical Education in the Elementary School (2)
  - In the BLOCK semester (last semester of the teacher education program):
    - EDU 440, Seminar in Education (1)
    - EDU 455, Literature in the Elementary School (2)
    - EDU 456, Mathematics in the Elementary School (2)
    - EDU 457, Science in the Elementary School (2)
    - EDU 458, Social Studies in the Elementary School (2)
- C. Professional Education, Practicum . . . . . . . . . . . . 6
  - In the BLOCK semester (last semester of the teacher education program):
    - EDU 439, Observation and Directed Teaching (placement in K-3) (6)
- D. Recommendations
  1. It is strongly recommended that the professional education courses be taken IN THE ORDER THEY ARE LISTED ABOVE.
  2. Block courses, including student teaching, may be taken in either semester of the senior year provided that all other professional education courses have been satisfactorily completed.

V. National Teacher Education (NTE) Requirements for North Carolina Initial Certification in Early Childhood Education (K-4)
   - A. The NTE Core Battery Test III, Professional Knowledge, and the NTE Specialty Area Test, Code 02, Early Childhood Education, must be taken during or after the last semester of the student's teacher preparation program.
   - B. To be eligible for the North Carolina Initial Certificate in Early Childhood Education (K-4) the student must make a minimum score of *644* on the NTE CB Test III and a minimum score of *500* on the NTE Specialty Area Test.

VI. Early childhood education students who complete a bachelor's degree program with a major in a discipline other than education, who complete the indicated specific general education requirements, who complete the indicated professional education requirements, and who make the minimum required score on the National Teacher Examination (NTE) Tests will meet the requirements of the State Board of Education and will be recommended for N.C. Initial Certification in Early Childhood Education (K-4).

## *Intermediate Teacher Education (Grades 4-6) Program*

I. General Education Requirements
   - A. The general education (area distribution) requirements of the College
   - B. Within the general education (area distribution) requirements of the College, the following specific requirements:
     - Language arts . . . . . . . . . . . . . . . . . . . . . . . . . . 9
       - English Composition and Grammar: ENG 111, Principles of Writing (3)
       - English Literature ENG 201, Major British Writers (3)
       - American Literature ENG 206, Survey of American Literature (3)
     - Social studies . . . . . . . . . . . . . . . . . . . . . . . . . 12
       - HIS 101, The Emergence of Western Civ., or HIS 102, Modern Western Civilization, (3)
       - HIS 214, American History to 1876 (3)
       - SOC 335, American Ethnic Relations (3) (Although SOC 230 or SOC 260 are strongly recommended as prerequisites, teacher education students are not required to have them.)
       - ECO 210, Principles of Economics, or ECO 374, Consumer Economics, (3)
     - Psychology . . . . . . . . . . . . . . . . . . . . . . . . . . . 6
       - PSY, Developmental Psychology (3) (Prerequisite: EDU 234 or PSY 100)
       - PSY 205, The Psychology of Exceptional Individuals (3) (Prerequisite: EDU 234 or PSY 100)
     - Natural science . . . . . . . . . . . . . . . . . . . . . . . . . 8
       - BIO 101, General Biology I (3)
       - BIO 141, General Biology I Laboratory (1)
       - GEO 204, Elements of Physical Geography (4)
     - Mathematics . . . . . . . . . . . . . . . . . . . . . . . . . . 6
       - MAT 150, Fundamental Concepts of Math (3)
       - MAT 110, Elementary Functions, or MAT 120, Finite Mathematics, (3)
     - Cultural arts . . . . . . . . . . . . . . . . . . . . . . . . . . 3
       - IDS 100, Appreciation of Fine Arts (3)

II. National Teacher Education (NTE) Requirements for Admission to Teacher Education
   - A. The NTE Core Battery Test I, Communication Skills, and the NTE Core Battery Test II, General Knowledge, must be taken at the end of the sophomore year.
   - B. To be formally admitted to the Teacher Education Program, the student must make a minimum score of *632* on the NTE CBT I and a minimum score of *627* on the NTE CBT II.
     1. The tests may be taken more than once.
     2. Admission policies operate to limit the progression of potential candidates in teacher education programs to introductory courses only, or to no more than the number of courses that comprise one-half of the total professional studies program, exclusive of student teaching, until formal admission requirements (including the minimum required scores on the NTE CBT I and II) have been satisfied.
     3. The student may not complete more than fourteen semester hours of the professional education requirements before meeting the minimum score requirements on the NTE CBT I and NTE CBT II.

III. Major Study Program Requirements in an Area Other than Education

IV. Professional Education Requirements for Intermediate Education (4-6) Students (35 sem. hrs.)

- A Professional Education, General .............. 9
  - EDU 232, Foundations of American Education (3)
  - EDU 234, Educational Psychology (3)
  - EDU 349, Teaching in the Intermediate and Middle Grades (3)
- B. Professional Education, Methods .............20
  - Prior to the BLOCK semester (last semester of the teacher education program):
    - EDU 344, Communication Skills in the Elementary School (3)
    - ART 744, Art in the Elementary School (2) (Prerequisite: IDS 100)
    - HED 744, Health Education in the Elementary School (2)
    - MUS 744, Music in the Elementary School (2) (Prerequisite: IDS 100)
    - PED 744, Physical Education in the Elementary School (2)
  - In the BLOCK semester (last semester of the teacher education program):
    - EDU 440, Seminar in Education (1)
    - EDU 455, Literature in the Elementary School (2)
    - EDU 456, Mathematics in the Elementary School (2)
    - EDU 457, Science in the Elementary School (2)
    - EDU 458, Social Studies in the Elementary School (2)
- C. Professional Education, Practicum ............ 6
  - In the BLOCK semester (last semester of the teacher education program):
    - EDU 439, Observation and Directed Teaching (placement in 4-6) (6)
- D. Recommendations
  1. It is strongly recommended that the professional education courses be taken IN THE ORDER THEY ARE LISTED ABOVE.
  2. Block courses, including student teaching, may be taken in either semester of the senior year provided that all other professional education courses have been satisfactorily completed.

V. National Teacher Education (NTE) Requirements for North Carolina Initial Certification in Intermediate Education (4-6)

- A. The NTE Core Battery Test III, Professional Knowledge, and the NTE Specialty Area Test, Code 01, Education in the Elementary School, must be taken during or after the last semester of the student's teacher preparation program.
- B. To be eligible for the North Carolina Initial Certificate in Intermediate Education (4-6) the student must make a minimum score of *644* on the NTE CB Test III and a minimum score of *520* on the NTE Specialty Area Test.

VI. Early childhood education students who complete a bachelor's degree program with a major in a discipline other than education, who complete the indicated specific general education requirements, who complete the indicated professional education requirements, and who make the minimum required score on the National Teacher Examination (NTE) Tests will meet the requirements of the State Board of Education and will be recommended for N.C. Initial Certification in Intermediate Education (4-6).

### *Middle Grades Teacher Education (Grades 6-9) Program*

Students who expect to secure an initial N.C. certificate to teach at the middle grades education (6-9) level must meet both the course and minimum semester hour requirements below.

I. General Education Requirements

- A. The general education (area distribution) requirements of the College
- B. Within the general education (area distribution) requirements of the College, the following specific requirements:
  - Language arts ........................... 9
    - English Composition and Grammar: ENG 111, Principles of Writing (3)
    - English Literature ENG 201, Major British Writers (3)
    - American Literature ENG 206, Survey of American Literature (3)
  - Social studies ......................... 12
    - HIS 101, The Emergence of Western Civ., or HIS 102, Modern Western Civilization, (3)
    - HIS 214, American History to 1876 (3)
    - SOC 335, American Ethnic Relations (3) (Although SOC 230 or SOC 260 are strongly recommended as prerequisites, teacher education students are not required to have them.)
    - ECO 210, Principles of Economics, or ECO 374, Consumer Economics, (3)

Psychology ........ 3
PSY 205, The Psychology of Exceptional Individuals (3) (Prerequisite: EDU 234 or PSY 100)

Natural science ........ 8
BIO 101, General Biology I (3)
BIO 141, General Biology I Laboratory (1)
GEO 204, Elements of Physical Geography (4)

Mathematics ........ 3
MAT 150, Fundamental Concepts of Math (3)

Cultural arts ........ 3
IDS 100, Appreciation of Fine Arts (3)

Health and Physical Education ........ 2
HED 100, Contemporary Health Issues (2)

II. National Teacher Education (NTE) Requirements for Admission to Teacher Education
   A. The NTE Core Battery Test I, Communication Skills, and the NTE Core Battery Test II, General Knowledge, must be taken at the end of the sophomore year.
   B. To be formally admitted to the Teacher Education Program, the student must make a minimum score of *632* on the NTE CBT I and a minimum score of *627* on the NTE CBT II.
      1. The tests may be taken more than once.
      2. Admission policies operate to limit the progression of potential candidates in teacher education programs to introductory courses only, or to no more than the number of courses that comprise one-half of the total professional studies program, exclusive of student teaching, until formal admission requirements (including the minimum required scores on the NTE CBT I and II) have been satisfied.
      3. The student may not complete more than fourteen semester hours of the professional education requirements before meeting the minimum score requirements on the NTE CBT I and NTE CBT II.

III. Major Study Program Requirements in an Area Other than Education

IV. A Concentration in Communication Skills, or in Mathematics, or in Science, or in Social Studies
   A Middle grades education (6-9) teachers must have a concentration in communication skills, or in mathematics, or in science, or in social studies. They may have more than one of these four concentrations.
   B. Middle grades education (6-9) teachers may *also* have a second concentration.
      1. A second concentration is a concentration other than a concentration in communication skills, or in mathematics, or in science, or in social studies.
      2. Second concentrations recognized by the N.C. Department of Public Instruction are art, foreigh language, music, and reading. Meredith offers a second concentration only in French or in Spanish.

V. Professional Education Requirements for Middle Grades Education (6-9) Students (23 sem. hrs.)
   A. Professional Education, General ........ 12
      Prior to the BLOCK semester (last semester of the teacher education program)
         EDU 232, Foundations of American Education (3)
         EDU 234, Educational Psychology (3)
         EDU 349, Teaching in the Intermediate and Middle Grades (3)
      In the BLOCK semester (last semester of the teacher education program)
         EDU 466, Preadolescent and Adolescent Behavior (3)
   B. Professional Education, Methods ........ 5
      Prior to, or in, the BLOCK semester (last semester of the teacher education program):
         Methods 764 as appropriate to the required concentration (3)
      In the BLOCK semester (last semester of the teacher education program):
         EDU 438, Field Experiences: Middle Grades and Secondary (7-9) (1)
         EDU 471, Reading in the Content Areas (1)
   C. Professional Education, Practicum ........ 6
      In the BLOCK semester (last semester of the teacher education program):
         EDU 439, Observation and Directed Teaching (placement in 7-9) (6)

D. Recommendations
   1. It is strongly recommended that the professional education courses be taken IN THE ORDER THEY ARE LISTED ABOVE.
   2. Block courses, including student teaching, may be taken in either semester of the senior year provided that all other professional education courses have been satisfactorily completed.

VI. National Teacher Education (NTE) Requirements for North Carolina Initial Certification in Middle Grades Education (6-9)
   A. The NTE Core Battery Test III, Professional Knowledge, and the NTE Specialty Area Test in the student's area of concentration must be taken during, or after, the last semester of the student's teacher preparation program.
   B. To be eligible for the North Carolina Initial Certificate in Middle Grades Education (6-9) the student must make a minimum score of *644* on the NTE CB Test III and the minimum required score on the NTE Specialty Area Test in the student's area of concentration.

VII. Middle grades education (6-9) students who complete a bachelor's degree program with a major in a discipline other than education, who complete the indicated specific general education requirements, who complete the indicated professional education requirements, and who make the minimum required score on the National Teacher Examination (NTE) Tests will meet the requirements of the State Board of Education and will be recommended for N.C. Initial Certification in Middle Grades Education (6-9).

## *Secondary Teacher Education (Grades 9-12) Programs*

Students who expect to secure an initial N.C. certificate to teach at the secondary education (9-12) level must meet both the course and minimum semester hour requirements listed below.

I. All College requirements for graduation including:
   A. General education requirements.
   B. The major study requirements.

II. Minimum semester hours in the secondary education (9-12) certification subject areas:
   A. English .......... 36
   B. French .......... 30
   C. Mathematics .......... 30
   D. Science (biology and chemistry) .......... 48
   E. Social Studies .......... 42
      (anthropology, economics, cultural geography, history, politics, sociology)
   F. Spanish .......... 30

III. Minimum semester hours in professional education and related courses:
   A. EDU 232, Foundations of American Education .. 3
   B. EDU 234, Educational Psychology .......... 3
   C. PSY 205, Psychology of Exceptional Individuals .......... 3
      (Prerequisite: EDU 234 or PSY 100)
   D. EDU 764, Methods .......... 3
   E. The Block Courses
      EDU 438, Field Experiences: Middle Grades and Secondary .......... 1
      EDU 439, Observation and Directed Teaching (9-12) .......... 6
      EDU 466, Preadolescent and Adolescent Behavior .......... 3
      EDU 467, The Secondary School .......... 3
      EDU 471, Reading in the Content Areas ..... 1

## *Special Subject Area Teacher Education (Grades K-12 ) Programs*

I. Art (K-12)
   A. All College requirements for graduation.
   B. Minimum semester hours in teaching field for grades K-12.

      Art courses, semester hours .......... 34-37
      (See page 81 for the art education program requirements.)

II. Music (K-12)
   A. All College requirements for graduation.
   B. Minimum semester hours in teaching field for grades K-12.

      Music courses, semester hours .......... 55-59
      (See page 121 for the music education program requirements.)

III. Reading Certification (K-12)

The student must have a teaching certificate in some area other than reading or be enrolled in a program leading to an initial N.C. teaching certificate in some area other than reading.

Students who wish to add reading certification to the existing or proposed initial certification must meet the requirements listed below.

   A. Prerequisites
      EDU 344, Communication Skills in the Elementary School .......... 3
      EDU 455, Literature in the Elementary School .......... (Block) .......... 2
   B. Additional requirements
      EDU 470, Survey of Reading .......... 2
      EDU 471, Reading in the Content Areas .......... (Block) .......... 3
      EDU 472, Diagnosis of Reading Ability ...... 2
      EDU 473, Remedial Reading Instruction ..... 2
      EDU 474, Reading Practicum .......... 3

## *Occupational Teacher Education (Grades 7-12) Programs*

Students who expect to secure an initial N.C. certificate to teach business or home economics in grades 7-12 must meet both the course and minimum semester hour requirements listed below.

I. All College requirements for graduation, including:
  A. General education requirements.
  B. The major study requirements.

II. Minimum semester hours in the occupational education (7-12) certification subject areas:
  A. Business and Office courses, semester hours . . . . . . . . . . 36
  B. Home Economics courses, semester hours . . . . . . . . . . 48

III. Minimum semester hours in professional education and related courses:
  A. EDU 232, Foundations of American Education . . 3
  B. EDU 234, Educational Psychology . . . . . . . . . 3
  C. PSY 205, Psychology of Exceptional Individuals . 3
  D. EDU 764, Methods . . . . . . . . . . 3
  E. The Block Courses
    EDU 438, Field Experiences: Middle Grades and Secondary . . . . . . . . . . 1
    EDU 439, Observation and Directed Teaching (7-12) . . . . . . . . . . 6
    EDU 466, Preadolescent and Adolescent Behavior . . . . . . . . . . 3
    EDU 467, The Secondary School . . . . . . . . . . 3
    EDU 471, Reading in the Content Areas . . . . . 1

## *School Social Service Worker Program*

Students may wish to earn the N.C. school social service worker certificate. For program requirements, please see the Head of the Sociology and Social Work Department.

## Education Courses

Foundations of American Education, EDU 232, is recommended as the first course in the professional sequence.

### 232 FOUNDATIONS OF AMERICAN EDUCATION

A study of public education from a cultural foundations perspective including an understanding of the American education goal. Consideration is given to educational organization, finance, administration, and curricula, as well as current issues facing American schools. *Credit, three hours.*

### 234 EDUCATIONAL PSYCHOLOGY

A study of the philosophical principles that underlie effective educational practices. Attention is given to developmental processes, individual differences and motivation, learning theory, measurement and evaluation, and teacher behavior. *Credit, three hours.*

### 344 COMMUNICATION SKILLS IN THE ELEMENTARY SCHOOL

A study of the interrelated processes of listening, speaking, reading, and writing with particular emphasis upon the major aspects of reading instruction. Included in the course is an intensive study of the major word attack skills. The relationship of phonology to orthography is explored, and strategies for teaching interrelated phonics and structural analysis skills are developed.

The particular needs of the early childhood and intermediate teacher will be considered. *Credit, three hours.*

### 348 PERSPECTIVES IN EARLY CHILDHOOD EDUCATION

A review of the historical, philosophical, and psychological foundations of early childhood education. Emphasis will also be given to the development of concepts in young children. *Credit, three hours.*

### 349 TEACHING IN THE INTERMEDIATE AND MIDDLE SCHOOLS

A study of the structure and function of intermediate and middle schools with emphasis on the role of the teacher. Consideration is given to curriculum, planning and evaluation, instructional materials and resources, teacher-parent relationships, records, and reports. Fall. *Credit, three hours.*

### 438 FIELD EXPERIENCES: MIDDLE AND SECONDARY GRADES

This course focuses on field experiences for middle grades and secondary teacher education students. A minimum of 30 hours in a middle school or secondary school setting will be required in addition to EDU 234 field requirements. May be taken twice. Block course. Pass-fail. *Credit, one hour.*

### 439 OBSERVATION AND DIRECTED TEACHING

Designed to provide the student teaching experience at the appropriate grade level in a school setting:

  Early childhood education students at the K-3 grade levels only
  Intermediate education students at the 4-6 grade levels only
  Middle grades education students at the 7-9 grade levels only
  Secondary education students at the 9-12 grade levels only
  Special subject area education students at the K-12 grade levels only
  Occupational education students at the 7-12 grade levels only

Weekly seminars are arranged. Fee $65. Block course. Pass-fail grading only. *Credit, six hours.*

**Student Teaching Requirements**

The following requirements must be met before a student is permitted to register for student teaching.

A. An overall grade point average of 2.00 or above to have been achieved by the end of the term prior to student teaching.

B. Observation and participation in the public schools and/or with children and youth in other situations.

C. Demonstration of competencies established by the Department of Education indicating teaching effectiveness.

D. Current enrollment in, or satisfactory completion of, all required methods courses.

E. The required physical exam for public school teachers.

F. Filing of an application for student teaching placement with the Department of Education.

### 440 SEMINAR IN EDUCATION
**(Early Childhood and Intermediate)**

A study of the current issues having a direct influence upon educational practice and research. Normally taken concurrently with Education 439. Block course. Pass-fail grading only. *Credit, one hour.*

### 455 LITERATURE IN THE ELEMENTARY SCHOOL

A study of literature designed for children in the elementary school. Consideration is given to the selection and evaluation of children's literature with special attention to the illustrations. The particular needs of the early childhood and intermediate teacher will be considered. Block course. *Credit, two hours.*

### 456 MATHEMATICS IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies which facilitate the teaching of mathematics in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Block course. *Credit, two hours.*

### 457 SCIENCE IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies which facilitate the teaching of science in the elementary school with emphasis upon pupil investigation and discovery. The particular needs of the early childhood and intermediate teacher will be considered. Block course. *Credit, two hours.*

### 458 SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies which facilitate the teaching of social studies in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Block course. *Credit, two hours.*

### 466 PREADOLESCENT AND ADOLESCENT BEHAVIOR

An examination of the characteristics, needs, and problems of preadolescents and adolescents, with consideration of the psychological basis of preadolescent and adolescent behavior, including measurement procedures and research results. Block course. *Credit, three hours.*

### 467 THE SECONDARY SCHOOL

The historical development, including place and function of secondary education in our democracy; the organization and administration of the high school curriculum, methods of planning and teaching, qualifications of the high school teacher, student guidance, records, and reports. Block course. *Credit, three hours.*

### 470 SURVEY OF READING

A study of the methods, materials, and basic research in developmental reading. Emphasis is given to identifying, selecting, and evaluating reading methodologies, programs, and materials. *Credit, two hours.*

### 471 READING IN THE CONTENT AREAS

A series of experiences designed for the classroom teacher or for the reading teacher in the secondary school. Emphasis is given to assisting students having difficulties in reading, developing techniques for enabling students to improve their reading and study skills, and developing and adapting appropriate reading materials and methods. Block course. Pass-fail and one hour credit for secondary students. Grade and three hours credit for reading certification students.

### 472 DIAGNOSIS OF READING ABILITY

A study of the various ways of identifying and meeting the needs of individuals and groups through diagnostic techniques. Emphasis is given to determining students' interests and readiness for reading and to measuring mastery of basic reading skills. *Credit, two hours.*

### 473 REMEDIAL READING INSTRUCTION

A study of the various ways of meeting the needs of individuals and groups by prescribing reading programs based upon diagnosis of needs and knowledge of methods and materials. Emphasis is given to developing study guides, modifying text material, and locating supplementary materials. *Credit, two hours.*

### 474 READING PRACTICUM

Designed to provide tutoring experiences which interrelate reading and the different content and subject areas in the curriculum. Emphasis is given to outlining and implementing reading instructional programs for students including continuous diagnosis, selection and use of materials, and developing reading record-keeping procedures. *Credit, three hours.*

### Methods Courses

A specific methods course is offered for each teacher certification program. In this course the student is introduced to the methods used in the student's teaching field and teaching levels.

The academic departments teach the following methods courses as an integral part of the professional education sequence and they do not carry credit in the academic discipline. Course descriptions are listed in the departmental sections.

734 Methods in the Teaching of Art. *Credit, three hours.*

744 Art in the Elementary School. *Credit, two hours.*

764 The Teaching of Science. *Credit, three hours.*

764 The Teaching of Business. *Credit, three hours.*

764 The Teaching of Foreign Language. *Credit, three hours.*

744 Health Education in the Elementary School. *Credit, two hours.*

744 Physical Education in the Elementary School. *Credit, two hours.*

764 The Teaching of Social Studies. *Credit, three hours.*

764 Methods of Teaching Home Economics. *Credit, three hours.*

764 Methods of Teaching Secondary Mathematics. *Credit, three hours.*

720 Materials and Methods for Teaching Music in Grades K-3. *Credit, two hours.*

721 Materials and Methods for Teaching Music in Grades 4-6. *Credit, two hours.*

722 Materials and Methods for Teaching Music in Grades 7-12. *Credit, two hours.*

744 Music in the Elementary School. *Credit, two hours.*

## ENGLISH

Associate Professor Brewer, *Head;* Professors Knight and Rose; Associate Professors Gilbert and Taylor; Assistant Professors English and Walton; Instructor Jackson.

Writer in Residence Betty Adcock.

The courses offered by the Department of English are designed to foster in the student

- the ability to think logically and independently
- skills in speaking and writing
- an appreciation for and enjoyment of literature
- an appreciation of human values

We hope that as a result of her experiences in these courses a student will continue her own education — reading widely, thinking critically, and working to improve her speaking and writing.

A major in English may prepare a student for a variety of careers: teaching and school administration; journalism, technical writing, and editing; personnel work and counseling; positions in business, libraries, museums, and churches; and free-lance writing. A major in English also prepares the student for graduate work in English and related fields, and is recommended as pre-professional training for business, law, and medicine.

### *Requirements for a Major*

Thirty-two hours in English, including 111, 201, 202, 206, 374, 375, and a seminar. Twelve hours must be selected from 351, 352, 355, 356, 357, 498, and at least six additional hours from courses numbered above the 200's, including three hours in twentieth century literature.

No credit in English is given for 764. Bracketed courses are not offered during this academic year.

### *Requirements for a Concentration in Professional Communications*

Eighteen hours, including ART 103, ART 240, SPE 225, ENG 358, and one additional writing course chosen from BUS 384, ENG 235, ENG 236, ENG 245, or ENG 9-- (Special Topics in Publications). Additional hours may be taken in ART 230, 231, 241,and 340, and BUS 366. Internships (ENG 930) are open to juniors and seniors for one to three hours of credit.

### Prerequisites

ENG 111 is a prerequisite for all other courses in English; ENG 201 is a prerequisite for all other literature courses in the department.

111 PRINCIPLES OF WRITING

A study of grammar, punctuation, words, and sentence structure. The writing of effective sentences, paragraphs, and well-organized papers. *Credit, three hours.*

### 112 EXPOSITORY WRITING

A course in expository writing designed to provide students with further practice in the principles of effective composition. Prerequisite: ENG 111 or its equivalent. *Credit, three hours.*

### 201 MAJOR BRITISH WRITERS

A study of major British writers designed to foster appreciation and enjoyment of our cultural heritage, to develop reading skills for a variety of literary types, and to continue emphasis on composition. Authors studied: Chaucer, Shakespeare, Milton, an 18th century writer, Wordsworth, Browning, and a 20th century writer. *Credit, three hours.*

### 202 DEVELOPMENT OF ENGLISH LITERATURE

A chronological study to add breadth and further depth to ENG 201. Spring. *Credit, three hours.*

### 206 SURVEY OF AMERICAN LITERATURE

A study of selected major American writers from the colonial period to the present including many genres: poetry, fiction, drama, essay, history, and biography. *Credit, three hours.*

### [208 WORLD MASTERPIECES IN TRANSLATION]

*Credit, three hours.*

### 235 CREATIVE WRITING: EMPHASIS POETRY

A course in the writing of poetry, with some attention given to short fiction. Contemporary and traditional poetry of various cultures will be examples and guides. Students will write, experiment, and criticize. Fall. *Credit, three hours.*

### [236 CREATIVE WRITING: EMPHASIS PROSE]

Narration and poetry from the writer's perspective, with an emphasis on narration. Includes analysis of contemporary fiction and poetry, and writing of fiction and poetry. Fall. *Credit, three hours.*

### 240 INTRODUCTION TO FILM

This course will be a study of film and how to analyze it, including aesthetic, genre, and auteur approaches. The films will include work from the silent period through the 1980's by both American and European directors. Fall. *Credit, three hours.*

### 245 INTRODUCTION TO JOURNALISM

An introductory course in news, feature, and editorial writing. Topics to be examined include the role, history, and production of newspapers. Fall. *Credit, three hours.*

### 340 DEVELOPMENT OF THE BRITISH NOVEL

A study of the development of the British novel from its origins to the beginning of the twentieth century. The novels to be studied will represent a variety of forms and styles and will include writers such as Austen, Dickens, Eliot, Hardy and others. Spring. *Credit, three hours.*

### 351 OLD ENGLISH

A study of Old English language and a reading of a history of the English language. Readings of selected prose and poetry in Old English. Fall. *Credit, three hours.*

### 352 CHAUCER

A study of Chaucer's poetry with a few selections from other Middle English writings. Supplementary study of etymology of English words and supplementary reading in background material. Spring. *Credit, three hours.*

### 355, 356 SHAKESPEARE

A study of selected English history plays and "sunny" comedies (355); selected tragedies, "dark" comedies, and late romances (356). Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. ENG 355, Fall; ENG 356, Spring. *Credit, three or six hours.*

### 357 MILTON SEMINAR

Poetry and selected prose. Fall. *Credit, three hours.*

### 358 ADVANCED WRITING: EXPOSITORY AND TECHNICAL

Extensive practice in writing, editing and proofreading different kinds of expository prose, including a technical report. A review of the principles of grammar as they apply to editing and proofreading. An introduction to word processing and machine editing. Spring. *Credit, three hours.*

### 359 AMERICAN LITERATURE SEMINAR

Topics are selected yearly. Some have included American romantic literature, Southern American literature, and American women writers. Prerequisite: ENG 206 or equivalent. Spring. *Credit, three hours.*

### 364 ENGLISH AND AMERICAN POETRY OF THE TWENTIETH CENTURY

A study of 20th century English and American poets and their works, with concentration on some of the major poets and principal schools of poetry, and with briefer study of a wide range of contemporary poets and their works. Spring. *Credit, three hours.*

**365 ENGLISH POETRY OF THE ROMANTIC PERIOD**

A study of Wordsworth, Shelley, and Keats, with selections from other poets of the Romantic Period. Fall. *Credit, three hours.*

**[367 ENGLISH POETRY OF THE VICTORIAN PERIOD]**

A study of the poetry of Browning and Tennyson, with selections from other poets of the Victorian period. Fall. *Credit, three hours.*

**[368 ENGLISH LITERATURE OF THE EIGHTEENTH CENTURY]**

A study of major works of Swift, Pope, Boswell, and Johnson with additional reading from other authors illustrating the age and significant literary forms. Spring. *Credit, three hours.*

**370 ENGLISH AND AMERICAN PROSE OF THE TWENTIETH CENTURY**

A study of the 20th century English and American writers of prose, including novels, short stories, and drama, with concentration on principal figures and briefer treatment of other writers chosen to illustrate schools, trends, or the range of contemporary writing. Fall. *Credit, three hours.*

**374 TECHNIQUES OF LITERARY RESEARCH**

An introduction to different types of literary criticism, to various bibliographical tools for locating literary criticism, and to the techniques of gathering and recording data for a literary research paper. Fall. *Credit, one hour.*

**375 RESEARCH PROJECT**

Directed individual research investigating the critical response to some literary work and culminating in a research paper. Prerequisite or co-requisite ENG 374. Fall and Spring. *Credit, one hour.*

**498 SENIOR SEMINAR**

Representative epics, dramas, and novels of continental literature studied in relation to English literature. Open only to majors in English. Spring. *Credit, three hours.*

**764 THE TEACHING OF ENGLISH**

A study of different methods of teaching the content and skills included in a secondary English curriculum. Block. Fall. *Credit, three hours.*

*Students who wish advanced study and research in literature should consult with the departmental chairman and arrange for it through the special studies options listed on page 77. Students may elect courses through the Cooperating Raleigh Colleges.*

# FOREIGN LANGUAGES

Professor Kurtz, *Head;* Associate Professors Comeaux and Ledford; Assistant Professors Pitts, Short, and Thomas; Instructors Reiss and Winz.

The Department of Foreign Languages offers a major and a minor in French and Spanish, two years of Latin with some advanced work for those who need it, and two years of German. The department has as its basic objectives the acquisition of a speaking, reading, and writing knowledge of at least one foreign language and the study of foreign civilization and literature.

## *Requirements for a Major*

Thirty hours in foreign languages above 101, 102, including 364 and 365. Majors in French and Spanish must include 305 and 306. Majors in Spanish must also include 366 and 367. All foreign language majors must take HIS 102, and are urged to include a second language as a related field. In order to comply with certification requirements, students who plan to teach French or Spanish must take the courses numbered 305 and 306 in the language to be taught. All students planning to teach a foreign language must take 764 which may not be counted toward a major. Advanced courses in literature are open to non-majors. In these courses, some accommodation is made for non-majors in the use of the language.

### Advanced Placement

A placement test will be given in August to those who request it. Entering students, as well as continuing students, may receive up to six hours credit for courses "skipped" beyond the 101, 102 level.

Students will be placed at the appropriate level on the basis of number of high school units. Entering and continuing students may receive up to six hours credit for intermediate language courses. (Advanced placement credit is never awarded for elementary courses.) To receive advanced placement credit, a student must apply to the department upon completion of two three-hour courses at the 300 level with a grade of C or better.

### French

**101 ELEMENTARY FRENCH CONVERSATION I**

Introduction to modern spoken French. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for FRE 204. One hour of language laboratory required per week. *Credit, three hours.*

**102 ELEMENTARY FRENCH CONVERSATION II**

A review and continuation of FRE 101. English will be used in the classroom for orientation purposes only. A one-hour lab will be required per week. Spring. *Credit, three hours.*

**204 STRUCTURAL FRENCH**
Conversational and written French for students who had some high school work in the language, but who cannot qualify for FRE 205. Language laboratory required. *Credit, three hours.*

**205 INTERMEDIATE FRENCH I**
A review and continuation of FRE 102 and FRE 204, and gradual introduction of graded readings. Language laboratory required. Prerequisite: FRE 102, FRE 204 or equivalent. *Credit, three hours.*

**206 INTERMEDIATE FRENCH II**
A continuation of FRE 205. Emphasis on the reading and discussion (in French) of texts of moderate difficulty. Language laboratory required. Prerequisite: FRE 205 or equivalent. Spring. *Credit, three hours.*

**301 FRENCH FOR CAREERS**
Introduction to French business, government, economy, and geography with emphasis on development of practical communication skills. Prerequisite: FRE 205 or equivalent. *Credit, three hours.*

**304 FRENCH CIVILIZATION**
A survey of the historical development of France as a nation and as a people, including her contributions to Western culture in the fields of art, religion, and music. *Credit, three hours.*

**305 ADVANCED CONVERSATION AND PHONETICS**
Required of majors in French. Prerequisite: FRE 205 or equivalent. *Credit, three hours.*

**306 ADVANCED GRAMMAR, COMPOSITION AND LINGUISTICS**
Required of majors in French. Prerequisite: FRE 205 or equivalent. *Credit, three hours.*

**364 FRENCH LITERATURE TO 1789**
Selected reading in French literature from the beginnings to the French revolution with some emphasis on culture and civilization. Prerequisite: FRE 205 or equivalent. *Credit, three hours.*

**365 FRENCH LITERATURE FROM 1789 TO THE PRESENT**
Selected readings in French literature from the French revolution to the present. Prerequisite: FRE 205 or equivalent. *Credit, three hours.*

**366 FRENCH ROMANTICISM**
*Credit, three hours.*

**367 FRENCH REALISM AND SYMBOLISM**
A study of Realism and Symbolism as reflected in various genres. Emphasis on Flaubert and Baudelaire. *Credit, three hours.*

**368 MODERN FRENCH LITERATURE**
A general study of the main literary movements of the 20th century. *Credit, three hours.*

**369 CONTEMPORARY FRENCH LITERATURE**
From 1945 to the present. Emphasis on Camus, Sartre, and Robbe-Grillet. *Credit, three hours.*

**394 SEMINAR IN SEVENTEENTH CENTURY**
A literary study of the representatives of French Classicism in religious thought, philosophy, and drama, with some reference to their importance in the development of continental European civilization. *Credit, three hours.*

**395 SEMINAR IN EIGHTEENTH CENTURY**
The period of the decline of absolutism, the rise of the bourgeoisie, and the development of the rational spirit as shown in the literature of 18th century France with some emphasis on Franco-American relationships. *Credit, three hours.*

**764 THE TEACHING OF A FOREIGN LANGUAGE**
May not be counted toward a major. *Credit, three hours.*

## German

**101 ELEMENTARY GERMAN I**
Introduction to the German language through analysis. Grammar, graded readings, and some oral emphasis. Open to students who cannot qualify for GER 102. *Credit, three hours.*

**102 ELEMENTARY GERMAN II**
A review and continuation of GER 101. Prerequisite: GER 101 or equivalent. *Credit, three hours.*

**201, 202 INTERMEDIATE GERMAN**
Review of German grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; some practice in use of the spoken language. Prerequisite: GER 102 or equivalent. *Credit, six hours.*

**366 ADVANCED GERMAN READING**
Topics studied to be selected by instructor, after consultation with the preregistered students. May be taken on multiple occasions. Prerequisite: GER 202 or instructor's permission. *Credit, three hours.*

## Latin

**101 ELEMENTARY LATIN I**
A course for beginners in the fundamentals of Latin grammar. *Credit, three hours.*

**102 ELEMENTARY LATIN II**
A review and continuation of LAT 101. Increased emphasis on reading. *Credit, three hours.*

**201, 202 INTERMEDIATE LATIN**
An intermediate course in Latin designed to prepare the student for work with the more difficult authors. Grammar review, readings from Cicero and Ovid. *Credit, six hours.*

### 364, 365 ROMAN LITERATURE AND CIVILIZATION

A survey of Latin literature and civilization with emphasis on representative writers. Translation of the prose of Livy, Pliny, the poetry of Horace. Prerequisite: LAT 201, 202 or advanced placement. *Credit, six hours.*

### 366, 367 ADVANCED LATIN READING

Authors studied to be selected by instructor — after consultation with the preregistered students. May be taken on multiple occasions. Prerequisite: LAT 364, 365 or instructor's permission. *Credit, six hours.*

## Spanish

### 101 ELEMENTARY SPANISH I

Introduction to modern spoken Spanish. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for SPA 204. A one-hour lab will be required. *Credit, three hours.*

### 102 ELEMENTARY SPANISH II

A review and continuation of SPA 101. English will be used in the classroom for orientation purposes only. A one-hour lab will be required where necessary. *Credit, three hours.*

### 204 STRUCTURAL SPANISH

Conversational and written Spanish for students who had some high school work in the language, but who cannot qualify for SPA 205. Language laboratory required. *Credit, three hours.*

### 205 INTERMEDIATE SPANISH I

A review and continuation of SPA 102 and SPA 204, and gradual introduction of graded readings. Language laboratory required. Prerequisite: SPA 102, SPA 204, or equivalent. *Credit, three hours.*

### 206 INTERMEDIATE SPANISH II

A continuation of SPA 205. Emphasis on the reading and discussion (in Spanish) of texts of moderate difficulty. Language laboratory required. Prerequisite: SPA 205 or equivalent. Spring. *Credit, three hours.*

### 304 SPANISH CIVILIZATION

The historical development of Spain as a nation and a people, including her contributions to Western culture in the fields of art, religion, and music. Taught alternately with SPA 494. *Credit, three hours.*

### 305 ADVANCED CONVERSATION AND PHONETICS

Required of majors in Spanish. *Credit, three hours.*

### 306 ADVANCED GRAMMAR, CONVERSATION AND COMPOSITION

Required of majors in Spanish. *Credit, three hours.*

### 364 SPANISH LITERATURE TO 1800

Selected Spanish literature beginning with the "Poema de mio Cid" and going through the seventeenth century. *Credit, three hours.*

### 365 SPANISH LITERATURE FROM 1800 TO PRESENT

A study of the more important works of Spanish literature, particularly as they reflect Spanish life and culture. Alternates with SPA 366, 367. Prerequisite: SPA 201, 202 or advanced placement. *Credit, three hours.*

### 366 SPANISH-AMERICAN LITERATURE TO 1875

A study of the key authors and texts of the Spanish Colonial and Independence Periods. *Credit, three hours.*

### 367 SPANISH-AMERICAN LITERATURE FROM 1825 TO THE PRESENT

Selected readings from key authors such as Darío, Azuela, Carpentier and Neruda. *Credit, three hours.*

### 368 MODERN SPANISH DRAMA

Open to seniors and to others by special permission. Alternates with SPA 369. *Credit, three hours.*

### 369 MODERN SPANISH PROSE, POETRY

Masterpieces of modern Spanish prose, (emphasis on the novel) beginning with Miguel de Unamuno. Selected poetry from Nobel Prize winners, Vicente Aleixandre, others. Alternates with SPA 368. *Credit, three hours.*

### 494 SEMINAR IN THE GOLDEN AGE OF SPAIN

Selected works from Cervantes and the Golden Age Theater. *Credit, three hours.*

### 764 THE TEACHING OF A FOREIGN LANGUAGE

May not be counted toward a major. *Credit, three hours.*

*Students who wish advanced study in foreign languages should consult with the departmental head and arrange for it through the special studies options listed on page 77. Students may elect courses at other Cooperating Raleigh Colleges.*

# HEALTH, PHYSICAL EDUCATION, AND DANCE

Associate Professor Massey, *Head* and Athletic Director; Assistant Professors Allen, Bross, and Chamblee; Instructors Colwell, Brown, and Pritchard; Huggins, Director of Equitation.

Through health, physical education and dance the student gains greater knowledge and appreciation of her physical self as well as develops skills and creative abilities. The department offers a wide variety of activities with special emphasis on fitness, life-time sports and dance. For the highly skilled there are opportunities to participate in the intercollegiate program, the dance theatre, or the aqua angels. A student may expand her study in these areas pursuing either a minor or contractual major. One who wishes special studies should consult with the department head. Courses not available at Meredith may be taken through the Cooperating Raleigh Colleges.

## Theory: Health

### 100 CONTEMPORARY HEALTH ISSUES

A course designed to provide students with knowledge and understanding pertaining to personal and community health. Special emphasis on developing positive health attitudes and practices. *Credit, two hours.*

### 200 FIRST AID

A course designed to prepare students with the knowledge and skills to meet most situations when emergency first aid care is necessary. Multi-Media Red Cross Certification. *Credit, two hours.*

### 744 HEALTH EDUCATION IN THE ELEMENTARY SCHOOL

A course designed to provide students with knowledge and understanding of the health needs and interests of the elementary school-age children and provide them with information, ideas, and experiences pertinent to planning, teaching, and evaluating health instruction at the elementary school level. Does not meet general education requirements. *Credit, two hours.*

## Theory: Physical Education

### 329 PHYSICAL FITNESS

A course designed for students to gain knowledge related to the interrelationship of fitness, nutrition, weight control, body mechanics, stress, values of exercise and skill programs. Proper methods of exercise and weight training are stressed. *Credit, three hours.*

### 744 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL

A course designed to provide students with knowledge and understanding of the physical education needs and interests of elementary school-age children and to provide them with information, ideas, and experiences pertinent to principles, planning, teaching, and evaluating physical education at the elementary school level. Does not meet general education requirements. *Credit, two hours.*

## Theory: Dance

### 256 DANCE COMPOSITION I

An introductory course to the basic elements of solo and duet choreography - space design, rhythm, texture, musical accompaniments and subject matter. Selected readings on both traditional and avant-garde approaches to composition. Students will compose orginial solo movement phrases and explore the different techniques used when composing for two dancers. (prerequisite PED 157 or by faculty permission) *Credit three hours.*

### 356 DANCE COMPOSITION II

A study of the effects of time, space and energy on movement designed for a large group. Methods of organizing movement designed for a large group will be explored as well as a study of the aesthetics concerns of the 20th century choreographers. Students will develop an original idea into a group choreography that demonstrates an understanding of the craft and art of making dances. (prerequisites PED 256 or by faculty permission) *Credit, three hours.*

### 359 DANCE HISTORY

A survey of the development of dance in the 20th century and the ideas of the 19th century that were crucial to these developments. Counts as elective in the humanities and fine arts. *Credit, three hours.*

## Activity: Physical Education

In meeting her general education requirements, a student may choose from any of the activities offered; however, non-swimmers are strongly encouraged to take beginning swimming during one of the four semesters. After a student has met her requirements, she may elect additional physical education activity courses. However, no more than eight credits may be counted in the 124 hours required for graduation. Exceptions to the maximum of eight credits for students minoring in physical education must be approved by the department head and by the academic dean or registrar.

A student may repeat a course at the same level only with special permission granted by the departmental head and upon recommendation from her previous instructor.

All activity courses carry *one credit hour* per semester. A student may not audit an activity course without special permission from the department head. Pass-fail grading only. (See page 77 for exception.)

## *Aquatics*

110 **Swimming I** - for non-swimmers.

113 **Synchronized Swimming I** - fundamentals including stunts, stroke variations, and choreography; must be a strong swimmer and know basic strokes.

210 **Swimming II** - must be able to swim in deep water.

311 **Advanced Life Saving** - for strong swimmers to qualify for Red Cross Advanced Life Saving Certificate.

312 **Water Safety Instructor** - Prerequisite: current Red Cross Advanced Life Saving Certificate.

313 **Synchronized Swimming II** - Performing group; advanced skills with emphasis on show production. Prerequisite: PED 113 or equivalent plus audition.

## *Conditioning and Physical Fitness*

120 **Conditioning** - includes jogging and activities for muscle tone, weight, and figure control.

122 **Aerobics** - exercise to music.

123 **Aerobics Activities** - A combination of aerobic exercise, cycling, jogging, and swimming.

124 **Weight Training** - Omnikinetic (Hydra-fitness) weight lifting for muscle strength and endurance.

125 **Aquatic Fitness** - Exercise and swimming to music.

## *Equitation**

The equitation program offers instruction in balance seat. It helps to develop control of the horse and a firm riding seat. Skill for lifetime recreation is the aim of the instruction at all levels.

Advanced riders may arrange with the director of equitation to utilize Meredith facilities for their individualized needs. Boarding facilities are available for a fee (see page 28). Before being permitted to ride, a student must sign the release form available in the business office.

130 **Equitation I** (Beginner)

230 **Equitation II** - Prerequisite: PED 130 or equivalent.

330 **Equitation III** - Prerequisite: PED 230 or equivalent.

## *Individual Sports*

140 **Archery**

141 **Badminton I** (Beginner)

142 **Bowling I*** - (taught at Western Lanes).

143 **Golf I***

144 **Gymnastics I** - must be able to do forward roll and support body weight on hands.

146 **Tennis** (Beginner)

147 **Snow Skiiing*** - taught between semesters (French Swiss Ski College, Boone, North Carolina.)

148 **Racquet Ball I*** - (taught at Highwoods)

149 **Sailing I*** - (taught at Meredith and Jordan Lake)

241 **Badminton II** - Prerequisite: PED 141 or equivalent

242 **Bowling II*** - Prerequisite: PED 142 or equivalent

243 **Golf II*** - Prerequisite: PED 143 or equivalent.

244 **Gymnastics II** - Prerequisite: PED 144 or consent of instructor.

246 **Tennis II** - Prerequisite: PED 146 or equivalent.

248 **Racquet Ball II*** - Prerequisite: PED 148 or equivalent

346 **Tennis III** - Prerequisite: PED 246 or equivalent

## *Team Sports*

161 **Basketball**

163 **Softball**

164 **Volleyball**

### *Intercollegiate Sports*

*(Membership on teams by try-outs)*

A physical examination immediately preceding sports season is required.

**470 Golf**

**471 Basketball**

**474 Tennis**

**475 Volleyball**

**477 Softball**

### Activity: Dance

**151 Ballet I**

**152 Folk and Square Dance**

**153 Modern Dance I**

**154 Modern Jazz I**

**157 Movement Improvisation**

**251 Ballet II and Pointe** - prerequisite PED 151 or equivalent

**253 Modern Dance II** - Prerequisite: two semesters of PED 153 or equivalent

**254 Modern Jazz II** - Prerequisite: two semesters of PED 154 or equivalent

**353 Meredith Dance Theatre** - By audition or invitation.

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*Special Fee.

## HISTORY AND POLITICS

Professor F. Grubbs, *Head*; Professor Burris; Associate Professors Gates, C. Grubbs and Parramore; Assistant Professor Frazier.

The department offers a major in history, American civilization, international studies, and political studies.

The Department of History and Politics seeks to instill in its students a broad and analytical outlook essential for a truly educated and productive citizen. An understanding of the modern world and politics is a key element in departmental planning. Emphasis is placed on the content and the methodology of both history and politics. Students are exposed to historical research, evaluation of sources, and synthetic thinking. It is hoped that thereby, students will cultivate an informed attitude about today's problems and acquire the ability to be objective and discerning about the ideas and institutions of others.

### *Special Career Directions*

History and political studies majors may go into teaching, paralegal professions, law, state and federal service, business, public and social service jobs, archives and local history, foreign service, international studies, journalism and editing, plus numerous occupations supported by a wide knowledge of history and politics. The department has special career tracks and internships in vocational areas.

### *Advanced Placement*

The department offers advanced placement in American History 214, 215; Western Civilization 101, 102; Introduction to Non-Western Civilization 224; Politics 100.

### *Requirements for a Major in History*

A major in history consists of 30 hours, including nine hours in HIS 101 or 102, 214 or 215, 200 or 224. HIS 499 and a research experience of either HIS 334 or three term papers in courses numbered 300 is required of all majors. Major professor, Mr. Grubbs.

### *Requirements for a Major in American Civilization*

A major in American civilization consists of 36 hours, with a minimum of 18 hours in American history, including 334 and a seminar in history, and a minimum of 15 hours of courses related to the American experience selected in consultation with the major adviser from disciplines other than history. Students planning to teach should also elect six hours chosen from European or Asian fields. Major professor, Mr. Grubbs.

## Requirements for a Major in International Studies

A major in international studies consists of 36 hours with a minimum of 18 hours in history, including 334, and 18 hours in related fields of business, economics, geography, and fine arts.

Students must achieve a competency equivalent to that gained on the completion of the 200 level in one target language.

## Requirements for a Major in Political Studies

A major in political studies consists of 36 credit hours with a minimum of 18-21 hours in politics courses and 15-18 hours of related courses in fields such as history, sociology, economics, religion, philosophy and psychology. All politics majors are required to take POL 100, 200 and 334. All politics majors are encouraged to take an internship. The choice of courses in related fields must be approved by the director of the political studies program, but HIS 214, 215 or 319 are strongly recommended. Major professor, Mr. Frazier.

## History

### 101 THE EMERGENCE OF WESTERN CIVILIZATION

The evolution of Western civilization from the ancient Greek, Roman, and Judaeo-Christian traditions, the Medieval synthesis of these traditions, and the rebirth of classicism during the Renaissance. The final evolution of these traditions through the commercial, religious, political, scientific, and industrial revolutions to 1750. *Credit, three hours.*

### 102 MODERN WESTERN CIVILIZATION

The rise of nationalism, romanticism, socialism, and science. The role of imperialism, Fascism, and Communism as challenges to traditional Western culture. The study of contemporary Western culture and its role in the modern world. *Credit, three hours.*

### 200 INTRODUCTION TO LATIN AMERICAN HISTORY

Course will include a study of the conquest, colonization, and independence; ending with the study of contemporary characteristics of the modern Latin American states. *Credit, three hours.*

### 214 AMERICAN HISTORY TO 1876

The emergence of the federal system, democracy, states' rights, nationalism, territorial expansion, slavery and civil war, reconstruction. *Credit, three hours.*

### 215 AMERICAN HISTORY SINCE 1876

The development of modern America. Emphasis on expansion, industrialism, urbanization, race relations, and the welfare state. *Credit, three hours.*

### 224 INTRODUCTION TO NON-WESTERN CIVILIZATION

A study of the traditions; attempts at modernization in the 19th century; and the contemporary scene in China, Japan, and to a lesser extent, India and selected areas in Africa. *Credit, three hours.*

### 231 AN INTRODUCTION TO MUSEUMS

A survey of types of services offered by historical museums, and the philosophy behind them. Visiting speakers and field trips. Prerequisite to a museum internship. Prerequisite: Three semester hours of history or by permission. *Credit, one hour.*

### 232 AN INTRODUCTION TO ARCHAEOLOGY AND RESTORATION

The general nature and tools of archaeology and its use in restoring historic sites and buildings. A prerequisite for internships in archaeology and historic sites. Prerequisite: Three semester hours of history or by permission. *Credit, one hour.*

### 233 RESEARCH IN LOCAL AND FAMILY RECORDS

Techniques of research in archival records for both the lay person and the prospective historian. Some emphasis on genealogy. Prerequisite: Three semester hours of history or by permission. *Credit, one hour.*

### 302 ENGLISH HISTORY SINCE 1066 A.D.

A general survey of the history of English from the Norman Conquest to the present. Emphasis on the development of English political institutions, literature, cultural, social, economic, political, and constitutional issues. *Credit, three hours.*

### 304 ANCIENT HISTORY

A study of the cultural and historical characteristics of the earliest civilizations, with special emphasis on the Greek and Roman contributions to subsequent civilizations. *Credit, three hours.*

### 306 THE SOVIET UNION IN THE TWENTIETH CENTURY

A study of the political, social, and cultural development of the Soviet Union since the 1917 Revolution, with special emphasis on its international role. *Credit, three hours.*

### 308 CONTEMPORARY EUROPE SINCE 1945

A comprehensive study of the European nations since the end of World War II. The course will explore the political, social, economic, and cultural characteristics of the nations. *Credit, three hours.*

### 309 AMERICAN BUSINESS HISTORY

The rise of the American Corporation through three industrial revolutions. Emphasis will be placed on the role of the Corporation in social, environmental, ethnic, and multinational areas. *Credit, three hours.*

### 310 MODERN CHINA

China in the 20th century with emphasis on traditional values in transition, the overthrow of the

Manchus, the Republic, and the rise of communism; attention will be given to philosophy, literature, and the arts. *Credit, three hours.*

### 313 VICTORIAN AMERICA

A study of the Cowboy West, Art, literature, politics, religion, Indians, the new science and technology, and democracy. Course will concentrate on years after 1835. Victorian ideals, culture, and outlook will be stressed. *Credit, three hours.*

### 314 COLONIAL AMERICAN HISTORY

The colonial origins of American society, racial makeup, and Revolutionary period. *Credit, three hours.*

### 319 CONTEMPORARY AMERICAN HISTORY SINCE 1945

An in-depth study of the United States since 1945. Major emphasis on foreign relations, modern capitalism, civil rights, youth revolt, and democracy. *Credit, three hours.*

### 325 ASIAN CIVILIZATIONS

A multi-disciplinary course cooperatively taught by lecturers in economics, religion, geography, fine arts, and history with a view to gaining insights into dynamic changes taking place in countries with long continuous histories and rich cultural heritages. *Credit, three hours.*

### 333 HISTORY OF THE SOUTH

A study of those aspects of Southern experience which have made the South a unique region from its early settlement to the present; includes social, political, cultural, and economic developments. *Credit, three hours.*

### 334 METHODS OF HISTORICAL RESEARCH

Investigation of uses of manuscripts, public documents, and other types of primary source materials with Meredith library and other libraries in the area. Directed analysis and organization of materials to produce a major paper. Usually, majors only. *Credit, three hours.*

### 367 ARCHAEOLOGY AND THE ANCIENT NEAR EAST

See Religion 367 for description. *Credit, three hours.*

### 499 SENIOR SEMINAR

A study of historiography and a major theme in historical development. Recommended that students have had research experiences before registering. Usually, majors only. *Credit, three hours.*

### 520 HISTORY OF NORTH CAROLINA

A study of North Carolina from the colonial period to the present. Emphasis on the external forces which shaped the state and contributions to national history. *Credit, three hours.*

### 764 THE TEACHING OF SOCIAL STUDIES

A study of the methods required for teaching grades 6-9, and grades 9-12, social studies. May not count toward a major. Spring. *Credit, three hours.*

## Politics

### 100 AMERICAN POLITICAL SYSTEM

An introduction to American government and politics with an emphasis on the basic constitutional structure of the government and on current political controversies. *Credit, three hours.*

### 200 PARTIES AND PRESSURE GROUPS

An introduction to the extra constitutional aspects of the American political system. Topics covered include parties, pressure groups, press, public opinion polls, voting behavior and political culture. Generally includes an intensive focus on current elections. *Credit, three hours.*

### 204 MODERN POLITICAL SYSTEM

An introduction to the theory and practice of government in major contrasting political systems. Liberal democratic, communist, and developmental systems are considered, with major focus on Great Britain, the USSR, and at least one developing nation. *Credit, three hours.*

### 301 THE CONSTITUTION AND THE RIGHTS OF AMERICANS

The law and practice of constitutional interpretation with a focus on civil liberties and the bill of rights. The case method and intensive discussion are used to introduce the process of legal reasoning and disciplined analytic thinking. *Credit, three hours.*

### 303 CONTEMPORARY AMERICAN POLITICS AND POLICY

A survey of current government policy in major issue areas and in depth study of current political controversies. Students are introduced to major sources of information about current affairs. *Credit, three hours.*

### 334 DIRECTED INDIVIDUAL RESEARCH

Required of all political studies majors. Capital City Semester students do their research as part of the total program. Other students may work out research proposals with the director of the political studies program. *Credit, three or four hours.*

### CAPITAL CITY SEMESTER

The Capital City Semester is an intensive program in North Carolina government and politics. The core of the program is the six hour North Carolina Politics Seminar (POL 340). It may either be taken alone or combined with a research project (POL 334) and/or an internship. Credit for the program can vary from 6 to 12 hours. It is offered in the spring semester of odd numbered years.

**340 NORTH CAROLINA POLITICS SEMINAR (CAPITAL CITY SEMESTER)**

An intensive survey of North Carolina government and politics keyed to issues before current sessions of the General Assembly. Participants generally meet downtown for seminar sessions with speakers who are involved in state government. The government of North Carolina is placed in a national context through a survey of government patterns in other states. Special research projects, field trips and individual observation projects are also part of this program. *Credit, six hours.*

**350 SELECTED TOPICS IN POLITICAL STUDIES**

Unitary or modular presentation of important topics related to politics and government. Possible inclusions would be: the politics of justice, political theory, the American presidency, the politics of social policies, and the politics of particular countries or world areas. May be taken on multiple occasions. *Credit, one to four hours.*

**374 INTRODUCTION TO RESEARCH**

See SOC 374 for description. *Credit, three hours.*

**375 INTRODUCTION TO RESEARCH LABORATORY**

See SOC 375 for description. *Credit, one hour.*

**COMMUNITY INTERNSHIP**

Being located in the state capital makes a wide variety of internship opportunities available for politics students. In the past students have interned in state agencies, at the Supreme Court, with political campaigns, and the General Assembly, and with interest groups. All internships require the permission of the director of the Political Studies program. *Credit, one to four hours.*

*Courses are available through the Cooperating Raleigh Colleges in African, and Middle Eastern history, and in select topics in politics.*

*Students who wish advanced study or research in history or political science should consult the department head and arrange for it through the special studies options listed.*

# HOME ECONOMICS

Associate Professor Stuber, *Head;* Assistant Professor Goode; Instructors Cook, Friedrich, Hicks, and Hoggard.

The department offers a Bachelor of Science degree in home economics with concentrations in child development and family relations, clothing and fashion merchandising, consumer resource management, foods and nutrition, interior design and housing, and general home economics. Home economics majors may earn certification to teach in the public schools at the K-4, 4-6, 6-9, or secondary levels. They may also complete a second major or minor in another department. Prospective majors should consult with the home economics department for specific course suggestions. Internships or field experience is highly recommended.

## *Requirements for a B.S. degree in Home Economics*

Candidates for the Bachelor of Science degree in home economics must take the following:

1. Thirty-six hours in home economics, including 335, 374, 227, 455, 499.
2. Eight hours in either biology or chemistry.
3. Specific requirements for a concentration in one of the six areas.

The *Child Development and Family Relations Concentration* focuses on the physical, social, emotional, and intellectual development of preschool children. It prepares students for careers in nursery schools, day care centers, private kindergartens, the public schools when combined with certification requirements, and the social services when combined with the social work major. Required courses: HEC 204, 205, 234, 336, 435; EDU 234, 455; PSY 100; and BUS 346. (BUS 346 is waived for students earning certification; EDU 234, 455, and BUS 346 are waived for students earning the social work major.)

The *Clothing and Fashion Merchandising Concentration* prepares students for professional careers in fashion retailing, buying, pattern design, and consumer services. Required courses: HEC 115, 213, 214, 314, 317, 418; BUS 230, 346, 366; ECO 210; and ART, six hours.

The *Consumer Resource Management Concentration* prepares students for careers in public housing and consumer services, utility companies, and regulatory agencies in government and business. Required courses: HEC 124, 245, 326, 355, 356, 418; ECO 210, 211; and six additional hours in business and economics.

The *Foods and Nutrition Concentration* is designed for students with interests in widely varying options. The (A) *Food Service Management Option* is available for students who are interested in careers in food service management in restaurants, hotels, country clubs, nursing homes, and related areas. The program emphasizes the planning, organization, and administration of food service programs. Required courses: HEC 124, 223, 224, 326, 327, 426; BUS 230, 346, 446; and ECO 210. The (B) *Nutrition Option* is available for students interested in careers in clinical dietetics. The following courses are required to meet the educational requirements for the American Dietetics Association Plan IV: HEC 124, 326, 327, 355, 426, 427, 428, 429, 764, 930; CHE 111, 141, 112, 142, 221, 241; MAT 110; BIO 101, 141, 102, 142, 323, 343, 334, 344, 436, 446; BUS 230, 346; ECO 210; PSY 100; SOC 230 or 260; SPE 225; and MAT 245 or PSY 200.

The *Interior Design and Housing Concentration* provides opportunities for students interested in residential, commercial, and visual design. Persons in the interior design and housing concentration are required to prepare a portfolio. Required courses: HEC 245, 246, 346, 418, 447, 448; ART 103, 240; BUS 346, 366; and ECO 210.

The *General Home Economics Concentration* is designed for students who are entering careers that call for a broad knowledge of all home economics areas. Students in this option are prepared for careers in utility companies, product and equipment promotion, government agencies, The Cooperative Extension Service, and adult education. When combined with the requirements for secondary certification, the student is qualified to teach consumer and homemaking education and occupational home economics at the secondary school level in North Carolina. Students who choose the general concentration must take at least one course in each of the five home economics content areas. Students who choose teacher certification should see the department for specific requirements.

## Child Development and Family Relations

### 204 DEVELOPMENTAL PSYCHOLOGY

See PSY 204 for description. *Credit, three hours.*

### 205 THE PSYCHOLOGY OF EXCEPTIONAL INDIVIDUALS

See PSY 205 for description. *Credit, three hours.*

### 234 THE PRESCHOOL CHILD

A study of the behavior and development of preschool children. Observation of and participation in the care and guidance of a group of preschool children at the Raleigh PreSchool. Emphasis on parent education. Two lectures and three hours of laboratory per week. *Credit, three hours.*

### 335 MARRIAGE AND FAMILY RELATIONSHIPS

A functional course designed to help the student achieve an understanding of personality backgrounds, processes of mate selection, courtship, and marital adjustment as related to successful marriage and family living. *Credit, three hours.*

### 336 PRESCHOOL ACTIVITIES AND ADMINISTRATION

A study of the principles and components of a creative preschool program which fosters the total development of the child. Emphasis on the administration of day care centers. Prerequisite: HEC 234. Two lectures and three laboratory hours per week. Spring. *Credit, three hours.*

### 435 INFANCY

A study of the development and care of the infant and toddler. Prerequisite: HEC 234. Two lectures and three hours of laboratory per week. Fall. *Credit, three hours.*

## Clothing and Fashion Merchandising

### 115 PRINCIPLES OF CLOTHING CONSTRUCTION

The practical application of basic construction techniques including pattern alterations and analysis of quality construction in ready-to-wear. Two lectures and four hours of laboratory per week. *Credit, three hours.*

### 213 BEHAVIORAL ASPECTS OF CLOTHING

A study of economic, psychological, and sociological aspects of clothing. Offered alternate fall semesters. *Credit, three hours.*

### 214 APPAREL MERCHANDISING

A study of the operations involved in the production and merchandising of apparel including fashion dynamics and product life cycle. Fall. *Credit, three hours.*

### 316 TAILORING

Advanced techniques in garment selection, fitting, and construction. Analysis of custom and fusible methods of tailoring. Prerequisite: HEC 115. One lecture and five hours of laboratory per week. Offered alternate fall semesters. *Credit, three hours.*

### 314 RETAIL MERCHANDISING

A study of retail operations including store management, buying procedures, retail organization, and merchandising mathematics. Spring. *Credit, three hours.*

### 417 APPAREL DESIGN

Basic principles and methods used in garment structure and design with emphasis on flat pattern. Prerequisite: HEC 115. Offered alternate spring semesters. *Credit, three hours.*

### 418 CONSUMER TEXTILES

A study of textile products from raw materials through manufacturing and finishing of fabrics. Emphasis on selection and care of textiles. Spring. *Credit, three hours.*

## Consumer Resource Management

### 355 HUMAN RESOURCE MANAGEMENT

The use of human and material resources to promote individual and family development. Emphasis on management of resources including time, energy, money, and materials. Fall. *Credit, two hours.*

### 356 CONSUMER HOUSEHOLD EQUIPMENT

The selection, care, and use of common types of household equipment. Spring. *Credit, three hours.*

### 374 CONSUMER ECONOMICS

See ECO 374. *Credit, three hours.*

### 455 RESOURCE MANAGEMENT PRACTICUM

Residence in the Ellen Brewer House. Suggested prerequisites: HEC 326 and 355. *Credit, three hours.*

## Foods and Nutrition

### 124 PRINCIPLES OF FOOD

The scientific principles of food selection and preparation. Two lectures and four hours of laboratory per week. *Credit, three hours.*

### 222 FOOD CONSERVATION

Comparative study of principles and processes underlying the preservation of food products, emphasizing the application of the fundamental sciences and recent developments. Offered as needed. Prerequisite: HEC 124. *Credit, one hour.*

### 223 CATERING

Food preparation and techniques for special social occasions. Offered as needed. *Credit, one hour.*

### 224 CULTURAL FOODS

A study of food and food customs of selected cultures. Offered as needed. Prerequisite: HEC 124. *Credit, one hour.*

### 227 NUTRITION

Elementary principles of nutrition with practical application in planning diets for normal families. *Credit, three hours.*

### 326 MEAL MANAGEMENT

A course designed to apply the principles of nutrition and cookery to the planning, preparation, and service of meals of various types and costs, with special emphasis on consumer buying practices and their relation to the food budget. Prerequisite: HEC 124. Two lectures and four hours of laboratory per week. *Credit, two hours.*

### 327 FOOD SERVICE MANAGEMENT

Management in quantity food production by standard methods of food preparation, merchandising, food cost control, equipment care and sanitation, food service personnel management. Fall. Prerequisite: HEC 124. *Credit, three hours.*

### 426 FOOD SERVICE EQUIPMENT

A study of the selection, operation, care and arrangement of equipment in a food service facility. Offered alternate spring semesters. *Credit, one hour.*

### 427 EXPERIMENTAL FOOD STUDY

A study of food with emphasis on composition, physical and chemical changes, quality and acceptability. Prerequisite: HEC 124, 326, BIO 436, 446. *Credit, three hours.*

### 428 ADVANCED NUTRITION

A study of food nutrients, through digestion, absorption, and cellular metabolism. Fall. Prerequisites: CHE 111, 112; BIO 101, 102 and HEC 427. *Credit, three hours.*

### 429 CLINICAL DIETETICS

Clinical aspects of nutrition. A study of the use of modified diets to treat disease and psychological disorders. Laboratory exercises in dietetics and nutrition. Spring. Prerequisites: HEC 227, 428; CHE 111, 112; BIO 101, 102, and 436. *Credit, three hours.*

## Interior Design and Housing

### 245 HOUSING

Study of the psychological, physiological, and social aspects of environment within and outside the dwelling. Study of needs of aged and handicapped. Study of floor plans, residential construction, legal and financial aspects, and site selection and landscaping. Government policies influencing housing: zoning codes. Fall. *Credit, three hours.*

### 246 HOME FURNISHINGS MATERIALS

An in-depth study of textiles in home furnishings, wood furniture, and crafts and budget decorating. Opportunity to develop skill in designing window treatments, upholstering simple furniture, refinishing wood furniture, and designing quality crafts for the home. *Credit, three hours.*

### 346 INTERIOR DESIGN I

An exploration of the basic principles and skills of interior design. Includes the application of color dynamics, basic principles of design, a summary of significant architectural and interior design statements, and a consumer's guide to buying interior furnishings and accessories. Students will design a simple residence. Studio problems in interior design. Six hours per week. Also offered as ART 346. *Credit, three hours.*

**447 COMMERCIAL DESIGN**
The execution of creative solutions for commercial and institutional interior design problems. In-depth study of interior and exterior lighting solutions. Introduction to interior design profession. Development of portfolio. Prerequisite: HEC 346 and ART 103. Spring. Also offered as ART 447. *Credit, three hours.*

**448 RESIDENTIAL DESIGN**
The fundamental executions in design of residential spaces, and studio design problems. A study of interior furnishings of selected periods throughout history. Investigation of business, legal, and ethical aspects of professional practice in residential interior design. Fall. Also offered as ART 448. Prerequisite: HEC 346. *Credit, three hours.*

### Seminar

**499 SENIOR SEMINAR**
History, philosophy, and current trends in home economics. Fall. Pass-fail grading only. *Credit, one hour.*

### Education

**764 METHODS OF TEACHING HOME ECONOMICS**
Practical experience in lesson planning using a variety of techniques including demonstrations, games, visual aids, feltboards, bulletin boards, and displays. Recommended for all majors. Required for secondary education majors. May not be counted toward a major. Spring. *Credit, three hours.*

**765 OCCUPATIONAL HOME ECONOMICS**
A survey of the curriculum for secondary home economics education (Consumer and Homemaking and Occupational Home Economics). Includes a study of program organization, needs assessment, advisory committees, curriculum development, vocational student organizations, and legislation. Includes field experience. Fall. *Credit, two hours.*

**930 INTERNSHIP**
Supervised professional experience in selected commercial or industrial organizations, public or private agencies, in accordance with major course of study of the student. *Credit, one to three hours.*

*Students who wish advanced study in home economics should consult with the department head and arrange for it through the special studies options listed on page 77.*

## MATHEMATICAL SCIENCES

Professor Wheeler, *Head*; Professor Davis; Associate Professors Kraines and Preston; Assistant Professor Bouknight; Instructors Baucom, Beal, Symons, and Taylor.

The department offers a wide variety of options to the Meredith student. Several introductory courses are available to satisfy the general education needs of the student, a minor program can be designed in either mathematics or computer science to complement the rest of a student's program, and one of three majors can be obtained.

The major in mathematics for the B.A. degree is designed to allow maximum flexibility for a major in mathematics. It is a good option for a student treating mathematics as a second major. The requirements for this major provide adequate preparation for a prospective teacher of mathematics. The major in mathematics for the B.S. degree has more specific requirements than does the major for the B.A. In addition to requiring more mathematics, it reflects the department's belief that every mathematics major should develop some expertise in a related area outside of mathematics. The interdisciplinary mathematics/computer science major for the B.S. degree is directed toward those students who wish a dual focus in their studies in the mathematical sciences.

### *Requirements for Majors*

### CORE CURRICULUM

1. MAT 211, 212, 220, 250, 313
2. At least one course chosen from MAT 321, 415, 425 or 434

### BACHELOR OF ARTS — Mathematics

1. Core Curriculum
2. At least 26 hours in mathematics courses numbered 200 or above.

### BACHELOR OF SCIENCE — Mathematics

1. Core curriculum, MAT 410, and a second course chosen from MAT 321, 415, 425 or 434.
2. At least 32 hours in mathematics courses numbered 200 or above.
3. CSC 201
4. One of the sequences CHE 111-112 or PHY 211-212.
5. At least 12 semester hours in one of the following related areas: biology, business and economics, chemistry and physics, or computer science.

## BACHELOR OF SCIENCE — Mathematics/Computer Science

1. Core curriculum plus MAT 360
2. At least 26 hours in mathematics courses numbered 200 or above
3. At least 15 hours in computer science courses numbered 200 or above including CSC 201, 222, 301 and 321.
4. At least 44 hours in mathematics and computer science courses numbered 200 or above.

## *Requirements for Certification*

Early childhood certification: MAT 150 and 110 or 120

Intermediate certification: MAT 150 and 110 or 120

Middle grade certification: MAT 150 (unless math concentration)

Secondary certification (in area other than mathematics): any three hours of mathematics

Secondary certification in mathematics: at least 30 hours in mathematics courses (including 100 level mathematics courses) that must include MAT 321, 334, and 340. In addition, at least three hours in computer science are required.

## *Credit Testing in Mathematics*

Each year during freshman orientation the department gives tests in algebra, trigonometry, and introductory calculus. If satisfactory scores are attained, credit will be given for the appropriate courses. Also, any student enrolled in an Advanced Placement calculus in her senior year in high school may request placement in MAT 212 with credit for MAT 211 upon presentation of satisfactory scores on the proper examination.

## *Curriculum*

### Introductory College Mathematics

These courses introduce students to mathematical thinking at the college level, satisfy general studies requirements, satisfy degree and certification requirements in several areas, and, in the case of MAT 110, prepare the student for specific upper level courses in mathematics.

110 ELEMENTARY FUNCTIONS
Includes the definition of function and the algebra of functions, polynomial and rational functions, exponential functions, logarithmic functions, trigonometric functions, and functions of two variables. The course builds on the algebraic and geometric concepts taught in high school. *Credit, three hours.*

120 FINITE MATHEMATICS
A study of enumeration (counting), probability, computational linear algebra, and linear programming with applications of these topics in a variety of areas. *Credit, three hours.*

150 FUNDAMENTAL CONCEPTS OF MATHEMATICS
Includes set theory, the metric system, numeration systems, abstract mathematical systems, metric and non-metric geometry, elementary number theory, elementary algebra, and the development of the real number system. *Credit, three hours.*

### Analysis

211 CALCULUS I
Introduces the ideas of limits, derivatives and integrals with their principal interpretations and applications. Prerequisite: MAT 110 or placement. *Credit, four hours.*

212 CALCULUS II
A continuation of the calculus of functions of one variable. Prerequisite: MAT 211. *Credit, three hours.*

313 CALCULUS III
A continuation of 212 with a focus on the theory and techniques of multivariable calculus. Prerequisite: MAT 212. *Credit, three hours.*

354 INTRODUCTION TO DIFFERENTIAL EQUATIONS
Includes first order equations, linear equations of higher order, Laplace transforms, series solutions, and their applications. Prerequisite: MAT 212. *Credit, three hours.*

410 ADVANCED CALCULUS
In depth examination of concepts and algorithms of single variable and/or multivariable calculus. Prerequsite: MAT 313. *Credit, three hours.*

415 TOPICS IN ANALYSIS
Topics chosen from among the areas of complex variables, real analysis, or advanced calculus. *Credit, three hours.*

### Algebra

220 LINEAR ALGEBRA
A study of vector spaces, linear transformations, matrices, determinants and their applications. Prerequisite: MAT 211. *Credit, three hours.*

321 MODERN ABSTRACT ALGEBRA
A study of general algebraic systems beginning with the set and proceeding through groups, rings, and fields. Prerequisite: MAT 250. *Credit, three hours.*

425 TOPICS IN ALGEBRA
Topics chosen from the areas of advanced linear algebra, number theory or abstract algebra. *Credit, three hours.*

## Geometry

### 334 MODERN COLLEGE GEOMETRY

A study of geometry which emphasizes Euclidean geometry and introduces hyperbolic, elliptic, and transformational geometries. Prerequisite: four semesters of math above 100 level. *Credit, three hours.*

### 434 TOPICS IN GEOMETRY AND TOPOLOGY

Topics chosen from the areas of geometry or topology. *Credit, three hours.*

## Probability and Statistics

### 245 BASIC STATISTICS

A general introduction to descriptive and inferential statistics for the non-math major. Includes elementary probability, distributions, estimation of population parameters, confidence intervals, hypothesis testing, correlation, and regression. Credit will not be allowed for both MAT 245 and PSY 200. *Credit, three hours.*

### 340 INTRODUCTION TO PROBABILITY

A study of probability as a mathematical system. Includes random variables and their distributions, limit theories, and topics in statistical inference. Prerequisite: MAT 212. *Credit, three hours.*

### 341 ADVANCED PROBABILITY AND STATISTICS

A study of statistical theory and inference from data. Includes estimation, decision theory, and testing relationships in a set of random variables. Prerequisite: MAT 340. *Credit, three hours.*

## Miscellaneous

### 250 AN INTRODUCTION TO MATHEMATICAL REASONING

A study of logic, sets, and the techniques of mathematical proof. Students will be actively involved in the construction and exposition of correct mathematical proofs. *Credit, one hour.*

### 360 TOPICS IN COMPUTATIONAL MATHEMATICS

Topics from the areas of numerical analysis, combinatorial mathematics, graph theory or mathematical modeling. *Credit, three hours.*

### 764 METHODS OF TEACHING SECONDARY MATHEMATICS

May not be counted toward a major. *Credit, three hours.*

## Computer Science

Courses with a CSC prefix do not apply toward the mathematics general education requirements. However, such courses are complementary to any quantitatively oriented program.

### CSC 100 INTRODUCTION TO COMPUTING

A study of the capabilities and limitations of the computer including its impact on society. A simple theoretical computer gives the student insight into computer design. Flow charting is used to study the design of algorithms. Several simple computer programs are written from the flow charts and run on the computer. *Credit, two hours.*

### CSC 101 INTRODUCTION TO A LANGUAGE

A study of a specific computer language. Prerequisite: CSC 100. *Credit, one hour.*

### CSC 201 COMPUTER PROGRAMMING

An introductory course in problem solving on the computer. The student will learn program design and program implementation in a structured programming language. Prerequisite: MAT 211. *Credit, three hours.*

### CSC 211 COBOL PROGRAMMING

Introduction to programming in the Cobol language. Prerequisite: Three hours of computer science. *Credit: Three hours.*

### CSC 212 ADVANCED PROGRAMMING

An intermediate level programming course with goals of continuing development of discipline in program design and in debugging and testing larger programs. Prerequisite: Either CSC 201 or 211, depending on the language used. *Credit: Three hours.*

### CSC 222 INTRODUCTION TO COMPUTER SYSTEMS

Provides the basic concepts of computer systems, introduces computer architecture and teaches an assembly language. Prerequisite: CSC 201. *Credit: Three hours.*

### CSC 301 INTRODUCTION TO DATA STRUCTURES

Discusses a number of the fundamental data structures such as linear lists, stacks, linked lists, and trees as well as common algorithms used in acting on these data structures. Prerequisite: CSC 222. *Credit, three hours.*

### CSC 321 TOPICS IN COMPUTING SCIENCE

A junior-senior level topic in computer science. Prerequisite: CSC 222. *Credit: Three hours.*

*Under the auspices of Cooperating Raleigh Colleges students in the mathematical sciences can take courses at North Carolina State University. This option is most often used to add a course or two in a specialized area of interest to the student. However, it has been used to earn a second degree at NCSU while completing a degree at Meredith. Courses in biomathematics, computer science, engineering, mathematics and statistics have been taken by Meredith students availing themselves of this option.*

*Students who wish advanced study and research in mathematics should consult with the departmental head and arrange for it through the special studies options listed on page 77.*

## MUSIC AND THE PERFORMING ARTS

Professor David Lynch, *Head;* Associate Professors Clyburn and Vaglio; Assistant Professors Burt, Fogle, Garriss, Haeseler and McCachern; Instructor Creagh; Special Instructors Adams, Craver, Cutchin, Daugherty, Downward, Farrington, Goode, Gorski, Halbeck, Hawkins, Hudson, Kelly, S. Lohr, T. Lohr, Lorek,M. Lynch, Partridge, Peery, Powers, Riva-Palacio, Southwick, Stoughton, Whitlow, Windham, and Witt; Paul Gabriel, Light and Sound Technician.

### *Purpose*

The study of music, theatre, and speech at Meredith has a twofold emphasis: (1) the importance of the performing arts as basic components of a liberal arts education, available to all students; (2) professional training of the highest calibre for students who plan to pursue careers in the performing arts.

The student who chooses a major or a concentration in the performing arts will be prepared to pursue a variety of careers: as a teacher, a performer, an actor, a director, a technician, a business person, a church musician or minister — all directly related to the performing arts; or she may choose a career in a different field, in which the disciplines learned in the performing arts will give her a distinct advantage in mastering other skills.

### *Areas of Concentration*

The department offers the following major programs: Bachelor of Arts in music, musical theatre, or theatre; Bachelor of Music in applied music, music education, or piano pedagogy.

A Certificate in Church Music may be earned in conjunction with any of the undergraduate majors in music. Minors are available in music, musical theatre, and theatre. Additional concentrations may be developed upon request of students with special areas of interest, either within the department or on an interdisciplinary basis.

The Master of Music, with a major in either Performance and Pedagogy or in Music Education, is also offered. Information is available in the music department or in the office of the registrar.

### *Audition and Interview*

Because of the highly personal nature of the performing arts, it is important that students who are interested in majoring in music or theatre come to the campus for an interview with members of the faculty. An audition at the same time is beneficial for determination of background, special interests, and potential. An audition is prerequisite for admission into a major program and for scholarship consideration, and sometimes, though not always, for admission to the college itself. In cases where distance prohibits a personal visit, a tape recording may be sent in lieu of a personal audition.

### *Requirements for a Major*

### BACHELOR OF ARTS

#### 1. Major in Music

The Bachelor of Arts in music is intended for the student who wishes music to be part of a total liberal arts program or for the student who may wish to do graduate study in musicology, music history, or composition. Some students pursuing the B.A. in music also obtain the early childhood or intermediate education teaching certificates; some, a second major in another subject (such as religion, psychology, business, mathematics) to prepare for careers which provide the opportunity to use a variety of disciplines.

The Bachelor of Arts in music requires at least 48 hours in music, as follows:

| | |
|---|---|
| **Music courses** | **32** |
| Theory 100, 101, 202, 203 | 12 |
| Ear-Training 150, 151, 252, 253 | 4 |
| Keyboard 140, 141, 242, 243 | 4 |
| Music Literature 215 | 2 |
| Music History 310, 311, 312, 313 | 8 |
| Seminar in Music Literature 494 | 2 |
| **Applied music and electives** | **16** |
| Minimum in applied music | 8 |
| Graduation recital 490 | 1 |
| Electives in music | 7 |

#### 2. Major in Theatre

The Bachelor of Arts in theatre is designed to introduce the student to the discipline of theatre and to prepare her for further work and study in theatre. It may easily be combined with a second major in any other subject. It is interdisciplinary in nature, and it places an emphasis on the practical and theoretical aspects of stage performance and support services.

The Bachelor of Arts in theatre requires at least 24 hours in theatre and 6 hours in speech, as follows:

| | |
|---|---|
| **Theatre courses** | **24** |
| Theatre 214, 124, 315, 427, 245 | 14 |
| Practica 240<br>(to include at least one of each of the following: stage management, business management, costume construction, set construction, performance) | 6 |
| Project 940 (area of specialization) | 1 |
| Electives in theatre | 3 |
| **Speech courses (guided electives)** | **6** |

Also required is the following related course:

| | |
|---|---|
| HEC 115 (Beginning Clothing Construction) | 3 |

### 3. Major in Musical Theatre

The Bachelor of Arts in musical theatre adds the dimension of music to that of theatre, and prepares the student for further work in musical theatre. It is also interdisciplinary in nature, and combines easily with a second major in another subject. Its requirements are listed below.

| | |
|---|---|
| **Theatre courses** | 24 |
| Theatre 214, 124, 224, 315, 245, 494 | 17 |
| Practica 240 | 6 |
| (to include at least one of each of the following: stage management, business management, costume construction, set construction, performance) | |
| Project 940 (area of specialization) | 1 |
| Electives in theatre | 3 |
| **Speech courses (guided electives)** | 6 |
| **Music courses** | 15 |
| Music 100, 150, 151, 215 | 7 |
| Voice | 6 |
| Piano | 2 |

Also required are the following related courses:

| | |
|---|---|
| HEC 115 (Beginning Clothing Construction) | 3 |
| Dance courses (activity courses) | 3 |

## BACHELOR OF MUSIC

The four-year Bachelor of Music degree with a major in music education, applied music, or piano pedagogy seeks to produce competent, practical musicians who are well versed in the liberal arts.

The major in music education leads to a K-12 public school teaching certificate in music, and it also prepares a student for private school teaching, church music, performance, and, after graduate work, college teaching. A major in piano pedagogy prepares the studio piano teacher who will teach students of all ages and abilities in individual or group lessons. The study of music in all of the programs, including the B.A. in music, may also prepare the student for specialized study leading to music library certification and for various types of work related to the music industry.

Requirements for the degree are outlined below.

### Major in Applied Music

| | |
|---|---|
| **LIBERAL ARTS AND SCIENCES** | 42 |
| English composition | 3 |
| Major British writers | 3 |
| Foreign language | 6-12 |
| (Students will be placed at the appropriate level by the foreign languages department. Voice majors will be required to demonstrate a proficiency comparable to that attained by the end of the first college year in two of the following languages: French, German, Italian.) | |
| Religion | 6 |
| (A six-hour introduction to the Old and New Testaments or a three-hour introduction to Biblical literature and one advanced three-hour course) | |
| Social and behavior sciences | 6 |
| A. History of Western Civilization | 3 |
| B. Select a course from the following categories: economics, human geography, politics, psychology, sociology, and anthropology | 3 |
| Mathematics and natural sciences | 3-4 |
| (Select one course from the following categories: biology, chemistry, mathematics, physical geography, physics) | |
| Health and physical education | 4 |
| (Choose four activity courses, or two activity courses and a two-hour course in health or first aid) | |
| Electives in liberal arts and sciences | 4-11 |

| | |
|---|---|
| MUSIC COURSES | 82 |
| **1. Major in keyboard or instrument** | |
| Theory 100, 101, 202, 203 | 12 |
| Ear-Training 150, 151, 252, 253 | 4 |
| Keyboard 140, 141, 242, 243 | 4 |
| Music Literature 215 | 2 |
| Music History 310, 311, 312, 313 | 8 |
| Pedagogy 220, 322 | 4 |
| Seminar in Music Literature 494 | 2 |
| Seminar in Theory 394 | 2 |
| Literature of Applied Music 314 | 2 |
| Principal applied study | 24 |
| Secondary applied stud(y)(ies) | 4 |
| Junior Recital 390 | 1 |
| Graduation Recital 490 | 1 |
| Keyboard proficiency | |
| Music electives | 12 |
| Organ Majors must take Advanced Keyboard 340 | |
| 2. Major in voice | |
| Theory 100, 101, 202, 203 | 12 |
| Ear-Training 150, 151, 252, 253 | 4 |
| Keyboard 140, 141, 242, 243 | 4 |
| Music Literature 215 | 2 |
| Music History 310, 311, 312, 313 | 8 |
| Pedagogy 220 | 2 |
| Phonetics 256, 257 | 2 |
| Seminar in Music Literature 494 | 2 |
| Seminar in Theory 394 | 2 |
| Literature of Applied Music 314 | 2 |
| Voice | 24 |
| Secondary applied study(ies) | 4 |
| Junior Recital 390 | 1 |
| Graduation Recital 490 | 1 |
| Keyboard proficiency | |
| Music electives | 12 |

## Major in Piano Pedagogy

- LIBERAL ARTS AND SCIENCES . . . . . . . . . . . . . . . . . . 42
  - (See Liberal Arts and Sciences requirements for Bachelor of Music, Major in Applied Music)
- MUSIC COURSES . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 82
  - Theory 100, 101, 202, 203 . . . . . . . . . . . . . . . . . . . 12
  - Keyboard 140, 141, 242, 243 . . . . . . . . . . . . . . . . . . 4
  - Ear-Training 150, 151, 252, 254 . . . . . . . . . . . . . . . 4
  - Music Literature 215 . . . . . . . . . . . . . . . . . . . . . . . . 2
  - Music History 310, 311, 312, 313 . . . . . . . . . . . . . . 8
  - Literature of Applied Music 314 . . . . . . . . . . . . . . . 2
  - Principal applied study (piano) . . . . . . . . . . . . . . . 22
  - Secondary applied stud(y) (ies) . . . . . . . . . . . . . . . 4
  - Pedagogy 220, 321, 322, 423, 424, 425 . . . . . . . . . 11
  - Lecture-recital or workshop 391 . . . . . . . . . . . . . . . 1
  - Graduation Recital 490 . . . . . . . . . . . . . . . . . . . . . 1
  - Electives in music . . . . . . . . . . . . . . . . . . . . . . . . . 11

## Major in Music Education

- LIBERAL ARTS AND SCIENCES . . . . . . . . . . . . . . . . . . 42
  - English Composition . . . . . . . . . . . . . . . . . . . . . . . 3
  - Major British Writers . . . . . . . . . . . . . . . . . . . . . . . 3
  - Foreign language . . . . . . . . . . . . . . . . . . . . . . . . . . 6
    - (Students will be placed at the appropriate level by the Department of Foreign language.)
  - Religion . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 6
    - (A six-hour introduction to the Old and New Testament *or* a three-hour introduction to Biblical literature and one advanced three-hour course)
  - Social and behavior sciences . . . . . . . . . . . . . . . . . 6
    - A. History of Western Civilization . . . . . . 3
    - B. The Psychology of Exceptional Individuals (PSY 205) . . . . . . . . . . . . 3
  - Mathematics and natural sciences . . . . . . . . . . . . 6-7
    - Mathematics . . . . . . . . . . . . . . . . . . . . . . . . 3
    - Natural science . . . . . . . . . . . . . . . . . . . . 3-4
      - (Select from one of the following categories: biology, chemistry, physical geography, physics)
  - Health and physical education . . . . . . . . . . . . . . . . 4
    - (Choose four activity courses, or two activity courses and a two-hour course in health or first aid)
  - Electives in liberal arts and sciences . . . . . . . . . . 7-8
- MUSIC AND PROFESSIONAL EDUCATION . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 82
  - Theory 100, 101, 202, 203 . . . . . . . . . . . . . . . . . . . 12
  - Ear-Training 150, 151, 252, 253 . . . . . . . . . . . . . . . 4
  - Keyboard 140, 141, 242, 243 . . . . . . . . . . . . . . . . . . 4
  - Music Literature 215 . . . . . . . . . . . . . . . . . . . . . . . . 2
  - Music History 310, 311, 312, 313 . . . . . . . . . . . . . . 8
  - Winds and Percussions 070 . . . . . . . . . . . . . . . . . . 4
  - String Instruments 060 . . . . . . . . . . . . . . . . . . . . . . 2
  - Guitar Lab 068 . . . . . . . . . . . . . . . . . . . . . . . . . . . . 1
  - Instrumentation 304 . . . . . . . . . . . . . . . . . . . . . . . . 1
  - Choral Arranging 308 . . . . . . . . . . . . . . . . . . . . . . . 2
  - Conducting 300, 301 . . . . . . . . . . . . . . . . . . . . . . . . 4
  - Principal applied study . . . . . . . . . . . . . . . . . . . . . 14
  - Secondary applied study (ies) . . . . . . . . . . . . . . . . 3
    - Students whose principal applied study is not voice should take 3 hours of voice as secondary applied or elective.
  - Graduation Recital 490 . . . . . . . . . . . . . . . . . . . . . 1
  - Keyboard proficiency
- EDUCATION, METHODS, AND ELECTIVE COURSES
  - Materials and Methods Elementary 720 . . . . . . . . . 2
  - Materials and Methods Middle 721 . . . . . . . . . . . . 2
  - Materials and Methods Secondary 722 . . . . . . . . . 2
  - Educational Psychology 234 . . . . . . . . . . . . . . . . . . 3
  - Foundations of American Education 232 . . . . . . . . 3
  - Student Teaching 439 (Block) . . . . . . . . . . . . . . . . . 6
  - Electives in music, professional education, or psychology . . . . . . . . . . . . . . . . . 0-2
  - Reading . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 1-3
    - (EDU 344 or 471)

## Certificate in Church Music

Students interested in church music are encouraged to earn this certificate. The candidate must complete one of the four major undergraduate degree programs in music, including the following specific requirements:

- Conducting 300, 301 . . . . . . . . . . . . . . . . . . . . . . . . 4
- Church Music 395, 396, 397 . . . . . . . . . . . . . . . . . . 6
- Field Work 934 . . . . . . . . . . . . . . . . . . . . . . . . . . . . 4
- Religion . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 12
  - (In addition to the six-hour religion requirement for all degrees, choose six additional hours. The following are recommended: REL 381, 382, 384, 389)
- Applied Music . . . . . . . . . . . . . . . . . . . . . . . . . 18-28
  - Principal applied . . . . . . . . . . . . . . . . . . 14-24
    - (Organ, voice or piano)
    - Complete 300 level
  - Secondary applieds . . . . . . . . . . . . . . . . . . . 4
    - At least two semesters at 100 level in two of the following (other than principal applied): organ, piano, voice
- Graduation Recital 490 . . . . . . . . . . . . . . . . . . . . . 1
- Ensembles must include the following experiences:
  - Choral ensembles . . . . . . . . . . . . 4 semesters
  - Handbells . . . . . . . . . . . . . . . . . . . . 2 semesters
  - Accompanying . . . . . . . . . . . . . . 2 semesters
  - (Students whose principal applied is organ or piano)

## MASTER OF MUSIC

Meredith offers two graduate degrees in music. *The Master of Music in Performance and Pedagogy* emphasizes performance, teaching methods, literature, and research, to produce studio and college teachers who are well grounded in their area of performance. *The Master of Music in Music Education* emhasizes philosophy, theory, and methods of music education, advanced courses in education, and psychology and music courses to produce music educators of the highest calibre. Requirements for these degrees are outlined in a separate publication which may be obtained from the music department or from the office of the registrar.

### Preparatory Division

Through the School of Music, the department provides instruction in applied music, theory, and music appreciation to non-credit students of all ages within the Raleigh area. Both faculty members and advanced pedagogy students teach in the School of Music program. Registration is on a semester-to-semester basis. An audition is required for admission; continuation from one semester to another is contingent upon satisfactory progress.

### Facilities

BUILDINGS: Instruction in the performing arts takes place in the Harriet Mardre Wainwright Music Building, completed in 1977, in adjacent Jones Hall, constructed in 1950 and renovated as a fine arts center in 1978, and in Christina and Seby Jones Chapel, completed in 1982. The principal performing spaces include Jones Auditorium (theatre, organ recitals, dance), Clara Carswell Concert Hall (recitals and concerts), the Studio Theatre (more intimate performances and rehearsals), and Jones Chapel (organ and choral performances). Teaching and practice space includes three large classrooms, two seminar rooms, a rehearsal hall, a scene shop, an electronic studio, two recording studios, 24 faculty offices and studios, and 30 practice rooms.

EQUIPMENT: A large inventory of equipment is available for effective teaching and learning. Musical instruments include about 20 grand pianos, 45 upright pianos, two concert organs (a 1970 3-manual Austin in Jones Auditorium and a 1983 2-manual mechanical action Andover in Jones Chapel), four studio and practice organs (two Holtkamps, a Ryan tracker, and a Wicks), an electronic piano laboratory, and a collection of orchestral instruments. Electronic equipment includes a complete electronic music laboratory, including a synthesizer; numerous recording and playback instruments, both tape and disc; and a computer laboratory. Students and faculty have access to videotaping equipment in the performing arts complex. The theatre possesses excellent lighting, sound, and stage machine systems, making it one of the best-equipped theatrical facilities in the area.

LIBRARY: A fine collection of books, reference works, and periodicals on performing arts is located in the Carlyle Campbell Library. In addition, the Music Library, located in the Harriet Mardre Wainwright Music Building, contains a number of scores, including several complete editions, over 3,500 recordings, and several courses of programmed instruction on tapes and computer diskettes.

### Performances

Each year Meredith brings to the campus distinguished performers and lecturers for public performances and special instruction to students. In addition, a large number of artists, ensembles, orchestras, and touring companies perform in Raleigh under sponsorship of local series. Among the series available to Meredith Students are the Friends of the College, Stewart Theatre, the Chamber Music Guild, North Carolina Symphony, Raleigh Little Theatre, and the National Opera Company. Members of the Meredith faculty are active as performers. Students themselves, of course, provide the greatest number of musical and theatrical programs.

It is essential that students experience as large and varied a selection of performances as possible. All undergraduate music and theatre majors are expected to attend at least 15 programs per semester, selected in consultation with their instructors, from the large number of performances available on campus and in the Raleigh area. In addition, music majors are required to attend all Thursday student recitals. Regular attendance at public performances is as much a part of the learning experience as lessons, literature, history, practice, and other classes.

## *Specific Requirements for Music Majors*

### Performance Requirements

Performance is at the core of the music curriculum. Every musician performs regularly —whether on stage, in church, in the classroom, or in the studio— in every way that she puts into action her musical training. Consequently, a great deal of emphasis is placed upon developing skills of performance.

Specifically, the following minimum requirements apply: Bachelor of Arts music majors and Bachelor of Music music education majors perform at least once each year in student recitals and present a partial graduation recital. Applied music majors and piano pedagogy majors in the Bachelor of Music program perform at least twice each year (except in the freshman year, when they perform once) in student recitals and present a partial junior recital (lecture-recital for piano pedagogy majors) and a full graduation recital. Master of Music in performance and pedagogy candidates normally will perform at least once each semester on Student Recital, and will give a lecture-recital and a graduate recital.

Performances in recitals and jury examinations each semester in all applied music courses are normally given from memory.

Students taking part in any public performances, on or off campus, should consult with their respective principal applied teachers in advance.

### Keyboard Proficiency

All students in the Bachelor of Music degree program must pass an examination designed to include basic aspects of practical musicianship needed to be effective in both classroom and studio situations (at the level of Piano 144). Music education majors must pass keyboard proficiency before student teaching. The examination includes prepared performance of national songs, cadences, scales, arpeggios, harmonization, transposition, and sight-reading.

All students in the Bachelor of Music degree program must complete at least one semester of Piano 144.

### Student Recitals

Varied student recital programs and departmental convocations are held Thursday afternoons. All students majoring in music are required to attend.

## *Courses in Music*

### Theory

**100, 101 ELEMENTARY THEORY**
Introduction to the theory of music; fundamental aspects of melody and harmony in Western music explored in detail. Emphasis on rhythm and meter, notation, tonality, triads, melodic writing and analysis, modulation, two-, three-, and four-voice writing, and functional harmony through dominant seventh chords. Prerequisite: Theory 100 before 101. Corequisite: Ear-Training 150, 151. Three class hours weekly. *Credit, three hours each semester.*

**140, 141, ELEMENTARY KEYBOARD**
Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transposition of melodies stressing interval relationships and using basic accompanying patterns in improvisation. Sight-reading. Prerequisite: 140 before 141. *Credit, one hour each semester.*

**150, 151 ELEMENTARY EAR-TRAINING**
Introduction to sight-singing and ear-training through the basic elements of intervallic relationships, rhythm, and chord structure. The course is designed to enhance a theoretical understanding of melodic, rhythmic, and harmonic movement. Use of listening and computer labs to drill practical skills. Prerequisite: 150 before 151. Corequisite: Theory 100, 101. Two class hours weekly. *Credit, one hour each semester.*

**202, 203 ADVANCED THEORY**
Review and continuation of functional harmony. Seventh, ninth, 11th chords. Study of form, analysis, counterpoint, 20th centery techniques. Harmonic dictation. Prerequisites: Theory 101 before 202, 202 before 203. Corequisites: Ear-Training 252, 253. *Credit, three hours each semester.*

**242, 243 INTERMEDIATE KEYBOARD**
Reinforcement at the keyboard of harmonic vocabulary associated with Theory 202, 203. Emphasis on four-part texture, with controlled voice leading, through realization of abstract harmonic settings, figured bass and melody accompaniment. Development of basic functional skills, such as harmonization and improvisation of melody, score reading, sight-reading and transposition. Prerequisite: Keyboard 141 before 242, 242 before 243. *Credit, one hour each semester.*

**252, 253 INTERMEDIATE EAR-TRAINING**
Continued development of sight-singing and ear-training skills begun in Ear-Training 150, 151. Prerequisite: Ear-Training 151 before 252, 252 before 253. Corequisite: Theory 202, 203. Two class hours weekly. *Credit, one hour each semester.*

**304 INSTRUMENTATION**
A study of the ranges, qualities, and limitations of orchestral and band instruments. Emphasis is placed upon the distribution of parts to instruments within each choir and discussion of solo and accompanying qualities of the various instruments. Arranging for small groups is included as time permits. Prerequisite: Theory 202. *Credit, one hour.*

**308 CHORAL ARRANGING**
Sung melody and the manner in which it may be arranged, beginning with plainsong and progressing through the 20th century. Emphasis upon counterpoint, voicings, form, function, and accompanying instruments in arranging music for two, three, and four or more voice parts. Assignments are selected by the student in consultation with the instructor to meet her individual needs. Prerequisite: Theory 202. *Credit, two hours.*

**340 ADVANCED KEYBOARD TECHNIQUES**
Intense development, in the piano laboratory, of reading and accompanying skills. Sight-reading literature suitable for use in the classroom and church situations, using school music texts, anthem accompaniments, open vocal score reading, and art song accompaniment. Some work also in improvisation, service-playing techniques. Prerequisites: Piano 144, Keyboard 243. *Credit, one hour.*

**394 SEMINAR IN THEORY**
Research in advanced topics in music theory, differing each semester. Topics such as the following will be studied: counterpoint, form and analysis, and period styles of important composers. May be repeated for credit. Prerequisite: Theory 203. *Credit, two hours.*

**506 COMPUTERS AND MUSIC**
An introduction to Basic programming with emphasis upon the development of algorithms based upon musical content. Flow-charting is studied as a technique which helps to clarify the overall direction of a program. Computer games as well as low and high resolution graphics are included.

**105, 205, 305, 405 COMPOSITION**
Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups. *Credit, one to four hours each semester.*

## History and Literature

**214 MUSIC APPRECIATION**
A course designed to impart an understanding of music as an element of liberal culture and to develop the power of listening intelligently. Masterworks in music literature will be learned. No technical knowledge required. *Credit, three hours.*

**215 MUSIC LITERATURE**
Study of the development of important musical styles and forms through history. Listening to musical examples is correlated with the study of musical scores. Required of freshman majors. *Credit, two hours.*

**310 MEDIEVAL AND RENAISSANCE MUSIC**
A historical and stylistic study of music from ancient Greece through the end of the Renaissance (1600), including analysis, composition in specific styles, performance, and listening. *Credit, two hours.*

**311 BAROQUE MUSIC**
A historical and stylistic study of music of the Baroque period (1600-1750), including analysis, composition in specific styles, performance, and listening. *Credit, two hours.*

**312 CLASSIC AND ROMANTIC MUSIC**
A historical and stylistic study of music of the Viennese Classic and Romantic periods (1720-1900), including analysis, composition, performance, and listening. *Credit, two hours.*

**313 TWENTIETH CENTURY MUSIC**
A historical and stylistic study of music of the twentieth century, including analysis, composition, performance, and listening. *Credit, two hours.*

**314 LITERATURE OF APPLIED MUSIC**
A chronological study of the principal repertoire for instruments or for voice, with emphasis on the important compositional schools represented in applied music instruction at Meredith. Faculty and student performances of representative compositions will be incorporated. *Credit, two hours.*

**494 SEMINAR IN MUSIC LITERATURE**
Research in problems related to music literature, history, or performance selected by the instructor, individual students, or the class. Different topics each semester; may be repeated for credit. *Credit, two hours.*

## Music Education, Pedagogy, Phonetics

**060 STRING INSTRUMENTS**
Practical study of string instruments with emphasis on the violin, including teaching methods. May be repeated for credit. *Credit, one to three hours each semester.*

**070 WIND AND PERCUSSION INSTRUMENTS**
A study of methods for organizing, scheduling, and teaching instrumental classes, and acoustics of music as they pertain to band and orchestral instruments. Classroom experiences include gaining competencies necessary to play and demonstrate correct embouchure, fingerings, breathing, and tonguing for at least two brass and two woodwind instruments, and basic snare drum techniques. May be repeated for credit. *Credit, one to three hours each semester.*

**220 PEDAGOGY I**
Survey of beginner methods and elementary literature, technique, and theory. Two class hours weekly. Observation of lessons of beginning and elementary students. *Credit, two hours.*

**321 PEDAGOGY II**
Survey of intermediate literature and materials. Two class hours weekly. *Credit, two hours.*

**322 PRACTICUM**
Teaching of a beginning student, and observation of intermediate students. Continues through two semesters (fall and spring). *Credit, one hour each semester.*

**423 PEDAGOGY III**
Survey of advanced literature and materials. Two class hours weekly. *Credit, two hours.* Corequisite, MUS 424.

**424 PRACTICUM** Teaching student(s) beyond the beginning level. Observation of advanced students. Continues through two semesters (fall and spring). *Credit, two hours for the year.*

**425 SEMINAR/INTERNSHIP**
Studio internship with a professional piano teacher, either at Meredith or in private practice, to last six to eight weeks. Pedagogy seminar, covering a topic of importance to the prospective teacher, to last six weeks. *Credit, two hours.*

### 256,257 PHONETICS FOR SINGERS

Study of the International Phonetic Alphabet and its application to the pronunciation of Italian, Ecclesiastical Latin, German, and French. Emphasis on application of principles of pronunciation to texts in vocal literature. *Credit, one hour each semester.*

### 300, 301 CONDUCTING AND CHORAL LITERATURE

A study of basic conduction patterns, techniques, and rehearsal procedures. Laboratory experiences are concerned with learning about music through the rehearsal and study of choral literature. Emphasis is placed upon characteristics of style, musical analysis, and performance techniques as applicable to literature selected from all historical periods. Prerequisites: Theory 101; 300 before 301. *Credit, two hours each semester.*

### 503 ADVANCED CONDUCTING

A study of techniques needed to project the conductor's concept in rehearsal and performance. Students will participate in choral and instrumental rehearsals and may be involved in public performance. *Credit, two hours.*

### 720 MATERIALS AND METHODS IN ELEMENTARY SCHOOLS

Designed for music education majors, this course is based on the development of concepts through a series of sequential music activities. Attention is given to formulating a philosophy of music education, Orff, Kodaly, and Dalcroze techniques and philosophies, state-adopted texts, teaching techniques and lesson planning. Public school observation and teaching is included. Prerequisite: Theory 101, Ear-Training 151. *Credit, two hours.*

### 721 MATERIALS AND METHODS FOR MIDDLE SCHOOLS

A study of teaching methodologies appropriate for middle school with special attention given to classroom management, learning activity packets, learning centers and uses of computer in music teaching. Prerequisite: Theory 101, Ear-Training 151. *Credit, two hours.*

### 722 MATERIALS AND METHODS IN SECONDARY SCHOOLS

A study of the scope and sequence in the music program in the secondary school with special emphasis on the choral program. Attention is given to the changing voice, rehearsal techniques, scheduling, program building and choral performance preparations. Public school observation and teaching is included. Prerequisite: Theory 101, Ear-Training 151. *Credit, two hours.*

### 744 MUSIC IN THE ELEMENTARY SCHOOL

Designed to equip the classroom teacher with musical and pedagogical skills necessary to provide optimum and learning in the elementary classroom. Emphasis is placed upon sequencing music activities through the conceptual approach as advocated in state-adopted music texts; learning contracts and centers, European influences of Orff and Kodaly, and the use of audio-visual materials and equipment in the classroom. Prerequisite: IDS 100. *Credit, two hours.*

## Church Music

### 395 HISTORY AND LITURGIES

A survey of the historical development of church music with emphasis on the liturgies which have developed through that history (especially Jewish, Roman Catholic, and Protestant liturgies). *Credit, two hours.*

### 396 HYMNOLOGY

A study of the hymns of the Christian church, their history and their function in worship. *Credit, two hours.*

### 397 ORGANIZATION AND ADMINISTRATION

Methods and materials for the organization and training of choral, handbell, and instrumental programs within the church. Includes a study of the relationship of the music director to the clergy, staff, and congregation of the church. *Credit, two hours.*

### 934 FIELD WORK IN CHURCH MUSIC

Supervised work in a church music program, with responsibilities for rehearsals and services, as director of a choir and/or organist. Minimum of three hours' rehearsal and service time per week for each hour of credit; weekly conference with Meredith supervisor. Credit one to two hours per semester. May be repeated for credit to a maximum of four hours.

## Ensembles

All undergraduate music majors are required to participate in ensemble each semester (except possibly the first semester of the freshman year). At least two semesters must be in a choral ensemble. In all ensembles, attendance at two to three hours of rehearsal each week and at all performances is required. All students whose principal applied study is a keyboard instrument are expected to accompany (with or without academic credit) each semester. (Note restriction on ensemble credits, page 70.)

### 234 CHORUS

Open to all students without audition. Provides music for various college functions and gives concerts on and off campus. *Credit, one hour each semester.*

**235 RENAISSANCE SINGERS**
A select group of about 15 students devoted to the *a cappella* performance of Renaissance and early Baroque choral music, both sacred and secular. Admission by audition only. Prerequisite: at least one semester of chorus. *Credit, one hour each semester.*

**236 ACCOMPANYING**
All students whose principal applied study is piano or organ are expected to fulfill at least two semesters of their ensemble requirements in accompanying. In addition, these students are expected to accompany (with or without credit) every semester. Work in preparation of a recital for one student, of lessons and a jury examination for two students, or accompanying an ensemble. *Credit, one hour each semester.*

**237 INSTRUMENTAL ENSEMBLE**
Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the music faculty. *Credit, one hour each semester.*

**238 ORCHESTRA**
Rehearsal and performance of orchestral works, selected to match the abilities of the students enrolled. *Credit, one hour each semester.*

**239 HANDBELL CHOIR**
*Credit, one hour each semester.*

**334 MEREDITH CHORALE**
A select group of about 35 singers who represent the College on campus and on tour. Admission by audition only. Prerequisite: at least one semester of chorus. *Credit, one hour each semester.*

**335 PIANO ENSEMBLE**
Study of works for piano, four hands, or two pianos. *Credit, one hour each semester.*

**434 VOCAL ENSEMBLE**
A group of about 12 singers who perform literature covering material from all musical periods and styles, both on campus and off. Admission by audition only. *Credit, one hour each semester.*

## Applied Music

Teacher assignments in applied music are made by the department head, in consultation with coordinators in each applied area. Requests for specific teachers will be taken into consideration, if possible.

Applied music instruction is given by any or all of the following methods: class instruction (five or more students in a class), studio group instruction (three or four students in a group), and private instruction. In addition, repertoire classes are required each week for majors in each applied area.

Each course in applied music requires five hours per week of practice for each semester hour's credit. The following formula applies:

| Semester Hours Credit | Weekly Half-Hour Lessons | Weekly Practice Hours |
|---|---|---|
| 1 | 1 | 5 |
| 2 | 2 | 10 |
| 3 | 2 | 15 |
| 4 | 2-3 | 20 |

### *Recital*

Each student giving a recital (sophomore, junior, lecture-recital, graduation, or graduate) will register for one hour of recital credit, in addition to her hours of applied music, during the semester in which she gives the recital. Pass-fail grading. *Credit, one hour each semester.*

**290 SOPHOMORE RECITAL**

**390 JUNIOR RECITAL**

**391 LECTURE-RECITAL**
The piano pedagogy major will present a lecture-recital or workshop illustrating some aspect of literature or teaching techniques related to study in pedagogy.

**490 GRADUATION RECITAL**

### *Piano*

Associate Professor Clyburn, Coordinator; Assistant Professor Fogle; Special Instructors Daugherty, Halbeck, S. Lohr, T. Lohr, Lorek, M. Lynch, Peery, and Windham.

The materials used for the technical development are variable, depending on the concepts of the teacher and the individual needs of the pupil. A thorough knowledge of all scales and arpeggios should be established before a pupil enters Piano 144.

Functional piano (for the classroom and in preparation for piano proficiency) is available in group instruction.

Music education majors taking piano (as majors or secondaries) will spend time on both performance repertoire and functional skills with classroom teaching material. Both lesson time and jury examinations at the end of each semester will place emphasis on both types of material.

**040 BEGINNING CLASS PIANO**
Introduction to fundamentals of the keyboard. Transposition, harmonization of folk songs and popular songs, sight-reading, ensemble playing. Pass/Fail grading only. *Credit, one hour.*

**041 INTERMEDIATE CLASS PIANO**
A continuation of Piano 040. Advanced harmonizations and study of representative music from the classical repertoire. Prerequisite: Piano 040 or permission of the instructor. Pass/Fail grading only. *Credit, one hour.*

**044 PREPARATORY PIANO**
A maximum of six semester hours of this work for credit permitted.

**144 PIANO I**
Bach inventions, preludes, suites; sonatas of the difficulty of the Haydn, Mozart, and Beethoven sonatas; Chopin works of moderate difficulty; other classical, romantic, impressionistic, and contemporary composers.

**244 PIANO II**
Bach sinfonias, *Well-Tempered Clavier*, suites, partitas; Haydn, Mozart, and Beethoven sonatas; Chopin works of moderate difficulty; other classical, romantic, impressionistic, and contemporary composers.

**344 PIANO III**
Bach *Well-Tempered Clavier*, toccatas, partitas, etc.; Mozart and Beethoven sonatas; Chopin etudes, impromptus, scherzi, ballades, etc.; other classical, romantic, impressionistic, and contemporary composers.

**444 PIANO IV**
Bach *Well-Tempered Clavier*, chorale preludes, and larger works; sonatas of greater difficulty; concerti; other classical, romantic, impressionistic, and contemporary works suitable for graduation recitals.

## *Organ*

Professor D. Lynch, Coordinator; Special Instructors M. Lynch and Downward.

**145 ORGAN I**
Manual and pedal technique. Bach *Eight Little Preludes and Fugues*, *Orgelbuechelein*, Dupre *Seventy-Nine Chorales*, works of comparable difficulty from all periods; hymn playing.

**245 ORGAN II**
Bach preludes and fugues of the first master period, chorale preludes, trio sonatas; works of Mendelssohn, Franck, and other romantics; selected 20th century and pre-Bach repertoire; accompanying.

**345 ORGAN III**
Bach, smaller works of the mature master period; selected romantic works of French and German composers; 20th century works of comparable difficulty to Hindemith Sonatas; larger works of early Baroque.

**445 ORGAN IV**
Bach, larger works of the mature master period; compositions of Franck, Widor, Vierne, Mendelssohn, Reger, and other romantics; early Baroque; larger 20th century compositions.

**HARPSICHORD 146, 246, 346, 446**
Special Instructor Windham.

## *Violin*

Assistant Professor Garriss, Coordinator of Instrumental Music; Special Instructors Kelly, Gorski, Partridge, and Southwick.

**164 VIOLIN I**
Thorough study of bowing and left-hand technique; Laoreux Etudes, Bk. II; Mazas Op. 36; concertos by De Beriot and Accoloay; sonatinas by Schubert.

**264 VIOLIN II**
Scales and arpeggios in three octaves; Mazas *Etudes Speciales*, Kreutzer etudes; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

**364 VIOLIN III**
Technical work continued; etudes by Kreutzer and Fiorillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

**464 VIOLIN IV**
Scales in thirds and octaves; etudes by Rode and Gavinies; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

## *Orchestral Instruments*

Courses are also available in the following applied studies:

**VIOLA 165, 265, 365, 465**

**CELLO 166, 266, 366, 466**
Special Instructors Hudson and Stoughton.

**FLUTE 174, 274, 374, 474**
Special instructor Whitlow.

**CLARINET 175, 275, 375, 475**
Special Instructor Craver.

## *Guitar*

Special Instructor W. Adams

**068 GUITAR CLASS**

Beginning instruction in folk guitar. Basic chords, notation, rhythm. No previous guitar experience necessary; guitars furnished. *Credit, one hour each semester.*

*Working knowledge of notes and basic chords in the first position should be established before entering Guitar 168.*

**168 GUITAR I**

A study of scales, arpeggios, slurs, and chords in the first position. Compositions by Carulli, Carcassi, Aguardo, Giulini.

**268 GUITAR II**

Continued work with technique; Segovia diatonic scales; compositions by Sor, Milan, Tarrega, DeVisee.

**368 GUITAR III**

Continued work with technique; preludes by Ponce, Villa-Lobos; compositions by Bach, Weiss, Dowland.

**468 GUITAR IV**

Etudes by Villa-Lobos; large works by Bach, Ponce, Tedesco, Albeniz; contemporary works, music for guitar and ensemble.

*Courses in other instruments are made available upon demand, when qualified instructors can be engaged to teach them. Lessons in some orchestral instruments are available at North Carolina State University under Cooperating Raleigh Colleges. Credit and placement are earned on the same basis as other applied music.*

## *Voice*

Assistant Professor Burt, Coordinator; Special Instructors Cutchin, Farrington, Goode, Powers.

**154 VOICE I**

Position and poise of the body, exercises to enhance vocal freedom through coordination of breath and tone. Emphasis on evenness of tone and smoothness of phrase. Simpler songs from classiscal literature. English and Italian pronunciation.

**254 VOICE II**

Technical work of the freshman year continued; scales and staccato exercises. Moderately difficult songs by composers of romantic and contemporary literature. French and German pronunciation.

**354 VOICE III**

More advanced technique and vocalizations. Advanced literature. Introduction of oratorio and operatic repertoire.

**454 VOICE IV**

Technical work continued, stressing flexibility. Total repertory to include four arias from operatic literature, four arias from oratorio literature, 20 songs from the classic and romantic literature, 20 songs from modern literature.

## Speech and Theatre

Assistant Professor Creagh

Please refer to pages 116-117 regarding majors in theatre and in musical theatre. In addition, minors are available in both of these areas. Courses in speech and theatre may fulfill humanities-fine arts area distribution requirements for students not majoring in these disciplines.

### Speech

**225 FUNDAMENTALS OF SPEECH**

This course is designed to familiarize the student with the basic concepts of public speaking and to develop her individual presentation style. Units include voice and body use for speech, non-verbal communication and speech organization, preparation and presentation. Offered both semesters. *Credit, three hours.*

**226 ORAL INTERPRETATION**

This course aims to familiarize the student with methods for selecting, analyzing, and interpreting written material for presentational readings. Units include poetry, prose, drama, and reader's theatre. Fall semester. *Credit, two hours.*

*Additional courses in speech have been offered under the special studies option during the past three years. Some of those offered recently include small groups communications, oral communications theory, and voice and diction. Individual contract majors in speech communications have also been approved. For further information, consult the department head.*

### Theatre

**214 INTRODUCTION TO THEATRE**

This course is designed to give the student a basic understanding and experience in the art of theatre. A general exploration of the elements that comprise theatre, including such units as play attendance, acting, directing, the critic, the history, and literature. *Credit, three hours.*

### 124, 224, 324 ACTING

The theories and practical skills of Stanislavski will be covered and applied in a laboratory setting. Warm-up technique, improvisation, and scene study will be used as developmental tools. Literature will vary according to the developmental progression of each student. May be repeated for credit to a maximum of four times. *Credit, three hours each semester.*

### 240 THEATRE PRACTICUM

This course is designed to give the student practical theatre experience through production work in the areas of acting, technical crews, and/or direction of a one-act play. All course specifications and assignments must be approved prior to registration by the instructor. May be taken a maximum of eight times for credit. Offered both semesters. *Credit, one hour each semester.*

### 245 STAGECRAFT

A study and application of the technical elements of theatre production. Major emphasis will be given to scenic construction and painting, theatre lighting and basic sound systems, and tools and materials used in technical production. Laboratory hours will be arranged for practical experience in scenic arts and crafts. *Credit, two hours.*

### 315 HISTORY OF THEATRE

History of performance, drama, costume, scenic design, and company structure, from Greek theatre to the present. *Credit, three hours.*

### 425 DIRECTING

Basics of staging and play analysis are reviewed. Scenes are presented in class. A one-act play must be produced for public performance. Prerequisite: permission of the instructor. *Credit, three hours.*

### 495 SEMINAR IN MUSICAL THEATRE

Study of the history of musical theatre; analysis of musical scripts and characters; performance of scenes and excerpts from them. *Credit, three hours.*

*Students who wish advanced study in music, speech, and theatre should consult with the department head and arrange for it through the special studies options listed on page 77. Students may elect courses through the Cooperating Raleigh Colleges.*

# PSYCHOLOGY

Professor Huber, *Head;* Professor Mason; Associate Professors Aubrecht, and Hornak.

The goal of the psychology department is to help the student obtain a better self-understanding, as well as an understanding of the basic methods, facts, and vocabulary of the scientific study of behavior and consciousness.

A major in psychology would be the appropriate background for graduate training in psychology and, in addition, a suitable adjunct to career training in education, business, social work, etc.

PSY 100 is a prerequisite for all courses with the exception of PSY 204 and PSY 205 where either PSY 100 or EDU 234 can serve as a prerequisite.

## *Requirements for a Major*

A minimum of 31 semester hours in psychology including 100, 200, and 201. Majors are required to distribute their elective psychology courses by choosing at least two courses from each of the following areas:

Social (PSY 204, 205, 206, 407)
Clinical (PSY 304, 305, 306, 308)
Experimental (PSY 307, 403, 404, 405, 406)

## *Requirements for a Minor*

A minor in psychology consists of 18 hours in psychology including a course in statistics.

### 100 GENERAL PSYCHOLOGY

An introduction to the scientific study of behavior, including such topics as development, motivation, learning, thinking, perception, testing, adjustment, personality, and social factors in behavior. *Credit, three hours.*

### 200 STATISTICAL METHODS IN PSYCHOLOGY

A survey of the fundamental techniques for describing and analyzing behavioral data. The course considers measures of central tendency and deviation, linear and function-free correlation, hypothesis testing, non-parametric techniques, and analysis of variance. Credit will not be allowed for both PSY 200 and MAT 245. *Credit, three hours.*

### 201 EXPERIMENTAL PSYCHOLOGY

An introduction to the history, methods, art, and ethics of general experimental psychology. Two original research studies will be developed, carried out, analyzed, and reported in American Psychological Association style. Lecture plus laboratory. *Credit, four hours.*

### 204 DEVELOPMENTAL PSYCHOLOGY

A study of characteristics and changes throughout the life span, from conception to death. At each stage, major topics covered are physical and motor change, cognitive development, emotional and personality growth, and social development. Also listed as HEC 204. Prerequisite: Either PSY 100 or EDU 234. *Credit, three hours.*

### 205 THE PSYCHOLOGY OF EXCEPTIONAL INDIVIDUALS

An introduction to the psychological and educational characteristics of the major types of exceptional individuals, including the gifted, retarded, and emotionally disturbed; persons with speech, hearing, visual, and crippling health disabilities; and those with major specific learning disabilities. Also listed as HEC 205. *Credit, three hours.*

### 206 PSYCHOLOGY OF SEX ROLES

The understanding of women from a psychological viewpoint. Topics included are a critique of the psychoanalytic view of women, the effects of body states on personality, psychosomatic dysfunctions of the reproductive system, differences between male and female brains, differences in the way male and female infants behave, how sexual identity develops, self-esteem, achievement motivation, and changes in the roles women play during their lifetimes. *Credit, three hours.*

### 304 PSYCHOLOGICAL TESTING AND EVALUATION

A study of the principles of psychological testing and evaluation in several settings. An introduction to the major types of tests, including tests of general and special abilities, aptitude, achievement, interests, and personality. Fall. *Credit, three hours.*

### 305 THEORIES OF PERSONALITY

Major contemporary theories of personality. Theories evaluated in light of research findings. Fall. *Credit, three hours.*

### 306 ABNORMAL PSYCHOLOGY

A study of the major forms of behavioral pathology and current therapies. Topics covered include anxiety disorders; somatoform disorders, dissociative disorders, character disorders; psychoses; and chronic brain syndromes. *Credit, three hours.*

### 307 HISTORY AND SYSTEMS IN PSYCHOLOGY

The focus of this course is the historical genesis of current concerns in psychology. Particular emphasis will be placed on the seminal work of the late 19th and early 20th century psychological pioneers. Spring. *Credit, three hours.*

### 308 THEORY AND PRACTICE IN COUNSELING

Introduction to the basic concepts and techniques of counseling as applied in clinical and educational settings. The student will have an opportunity to practice her counseling skills in a session which will be observed by classmates and also recorded on audio tape. The course will emphasize a client-centered approach; however, the student will be acquainted with other theories. Spring. *Credit, three hours.*

### 403 MEMORY, LANGUAGE, AND COGNITION

A survey of the major theories and empirical findings in the field. Emphasis placed on the active strategies and thought processes used in remembering, speaking and understanding language, reading, concept learning, and problems solving. Offered fall semester, odd numbered years. *Credit three hours.*

### 404 CONDITIONING AND BEHAVIOR MODIFICATION

An examination of the principles of classical and operant conditioning, including: reinforcement, stimulus control, and extinction, and of the application of these principles in a variety of settings, including: societies, institutions (e.g., schools, mental health settings, prisons, etc.), the home, and in the control and modification of one's own behavior. Offered fall semester, even numbered years. *Credit, three hours.*

### 406 NEUROPSYCHOLOGY

A survey of the functional anatomy of the nervous system with special emphasis on current views of the contributions of various subsystems to psychological phenomena. Fall. *Credit, three hours.*

### 407 SOCIAL PSYCHOLOGY

A study of the theories and research relevant to interpersonal influence, the ways in which an individual is influenced by other people. Included topics: attitude change, conformity, interpersonal attractions, affiliation and emotion, person perception, aggression, and altruism. Spring. *Credit, three hours.*

### 505 PERCEPTION

A study of the various senses and how they function. How our needs, desires, expectations, and previous experiences influence our perception. Understanding of the principles of psychophysics. The course also focuses on cognitive factors in perception. Spring. *Credit, three hours.*

### SENIOR THESIS

The interested and qualifed student may elect to undertake a senior research project under the special studies option.

*Students who wish to pursue individualized advanced study in psychology (e.g. advanced classes, research projects, internship experiences) may do so through the special studies options listed on page 77. Special studies have included classes in animal behavior, behavior modification, computer analysis of data, and industrial psychology; research projects in personality, developmental psychobiology, and social psychology; and internship experiences in clinical psychology and applied behavior therapy.*

*A student may elect courses through the Cooperating Raleigh Colleges.*

# RELIGION AND PHILOSOPHY

Professor Crook, *Head;* Professors Cochran and Page; Assistant Professors Starkey and Vance.

The department offers a major in religion.

The introductory courses in religion are designed to acquaint the student with biblical literature and faith as they are related to the contemporary world. The courses beyond the 100-level fall into three categories: religon and society (courses numbered 244, 248, 341, 342, 343, 345, 346); biblical studies (courses numbered 262, 263, 265, 266, 367); and religious history and thought (courses numbered 285, 289, 381, 382, 384, 386). The requirements for a major are sufficiently flexible to provide for the student's personal development and for her choice of career preparation. Most students who major in religion become teachers, church workers, social workers, or find employment in business or industry. Many combine a major in religion with a second major in one of the more professionally-oriented fields of study. A significant number continue their education in graduate and professional schools.

## *Requirements for a Major*

Twenty-four hours in religion, including one course from each of the three categories, and including 497. At least one course in philosophy is recommended.

### Religion

Prerequisite to all other courses in religion: REL 100 *or* REL 101 and 102. Students who take REL 100 may not take REL 101 or REL 102. Students who take REL 101 or REL 102 may not take REL 100.

#### 100 AN INTRODUCTION TO BIBLICAL LITERATURE AND HISTORY

A one-semester historical and theological study of the central meaning of the Bible. Consideration of the principal persons, events, ideas, and practices contained in the biblical record and their significance for the present time. Not open to students who have taken REL 101 and/or 102. *Credit, three hours.*

#### 101, 102 AN INTRODUCTION TO THE OLD AND NEW TESTAMENTS

A two-semester historical and theological study of the central meaning of the Bible. Consideration of the principal persons, events, ideas, and practices contained in the biblical record and their significance for the present time. Not open to students who have taken REL 100. *Credit, six hours.*

#### 244 CHRISTIAN ETHICS

The province, presuppositions, and ideal of the Christian ethic and its meaning for specific problems. *Credit, three hours.*

#### 248 WORLD RELIGIONS

An introduction to the major religons of the world with emphasis on Hinduism, Buddhism, Judaism, and Islam. An examination of the concepts and practices of these religions and their scriptures in order to help the student gain an understanding of and appreciation for religions other than her own. *Credit, three hours.*

#### 262 THE LIFE AND TEACHINGS OF JESUS

An in-depth study of the person and the ministry of Jesus, based upon the four gospels. Attention will be given to the critical questions related to the gospels. Appropriate background materials from non-biblical sources will be employed. *Credit, three hours.*

#### 263 THE WRITINGS

A study of the post-exilic literature of the Old Testament, with particular attention to the wisdom literature, to the writings which re-interpret the history of Israel, and to selected collections of poetry. *Credit, three hours.*

#### 265 THE PROPHETIC ELEMENT IN RELIGION

A study of the prophetic books of the Old Testament, with attention to their contemporary value. *Credit, three hours.*

#### 266 PAULINE LITERATURE

The development of early Christian life and thought as found in the work and writings of Paul. *Credit, three hours.*

#### 285 THEOLOGY AND CONTEMPORARY LITERATURE

A study of religious themes in contemporary novels and drama, together with an introduction to film as a contemporary art form. Typical authors examined: Beckett, Camus, Kafka, Salinger, Silone, Steinbeck, Tennessee Williams, and Updike. *Credit, three hours.*

#### 289 INTRODUCTION TO CHRISTIAN THEOLOGY

An introduction to basic Christian beliefs which explores such topics as the meaning of revelation, the existence and nature of God, Christology, the Christian understanding of personhood, and related topics. *Credit, three hours.*

**297 SOPHOMORE SEMINAR**
Selected topics in religion. Open to all sophomores. *Credit, one hour.*

**341 SOCIOLOGY OF RELIGION**
A study of the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. Also available as SOC 331. *Credit, three hours.*

**342 PSYCHOLOGY OF RELIGION**
A study of the results of psychological analysis of religious experiences. *Credit, three hours.*

**343 RELIGION AND LAW**
An analysis of the mutual concerns of Religion and Law in American public life. An examination of the historical development of Church-State separation and selected Supreme Court decisions regarding Church and State issues. *Credit, three hours.*

**345 CHRISTIANITY AND OTHER RELIGIONS**
A study of Christian attitudes toward the beliefs and practices of people of other faiths with an emphasis on such concepts as truth, salvation, and religion. *Credit, three hours.*

**346 RELIGION IN CONTEMPORARY SOCIETY**
A study of the interplay of religion and social, economic, and political changes. *Credit, three hours.*

**367 ARCHAEOLOGY AND THE ANCIENT NEAR EAST**
A brief introduction to archaeological method, followed by a study of the history of the ancient Near East in general, and of biblical history in particular, in light of archaeological investigations. Also available as HIS 367. *Credit, three hours.*

**381 CHRISTIAN EDUCATION**
The principles and techniques of Christian leadership. *Credit, three hours.*

**382 HISTORY OF CHRISTIANITY**
An examination of major figures and movements in the development of Christianity, concentrating on the medieval, Reformation, and modern periods. *Credit, three hours.*

**384 RELIGION IN AMERICA**
A brief survey of religious issues in American history from the colonial period to the present, followed by a contemporary analysis of the three major religious bodies in America: Protestantism, Catholicism, and Judaism. A number of fringe sects or cults examined. *Credit, three hours.*

**386 PHILOSOPHY OF RELIGION**
An examination of the most basic questions which philosophy asks about religion, such as the nature of religious experience, the use of religious language and symbolism, the relation of faith and reason, proofs of the existence of God, the problem of evil, and the meaning of human existence. Also available as PHI 386. *Credit, three hours.*

**397 JUNIOR SEMINAR**
Selected topics in religion. Open to all Juniors who have completed nine hours in religion, and recommended for religion majors. *Credit, three hours.*

**497 SEMINAR**
Open to seniors who have had a minimum of 12 hours in religion. Required of majors. *Credit, three hours.*

## Philosophy

**223 INTRODUCTION TO PHILOSOPHY**
An examination of issues common to human experience, such as the problem of knowledge, theories of values, and the interpretation of science, history, and religion. *Credit, three hours.*

**351 ANCIENT AND MEDIEVAL PHILOSOPHY**
A survey of the theoretical foundations of Western civilization, particularly as developed in the cultures of Greece and Rome. *Credit, three hours.*

**352 MODERN PHILOSOPHY**
A survey of philosophy since the Renaissance with particular attention to the development of contemporary schools of thought. *Credit, three hours.*

**386 PHILOSOPHY OF RELIGION**
An examination of the most basic questions which philosophy asks about religion, such as the nature of religious experience, the use of religious language and symbolism, the relation of faith and reason, proofs of the existence of God, the problem of evil, and the meaning of human existence. Also available as REL 386. *Credit, three hours.*

*Students who wish community internships or advanced study or research in religion and philosophy should consult with the departmental head and arrange for it through the special studies options listed on page 77.*

*A student may elect courses through the Cooperating Raleigh Colleges.*

# SOCIOLOGY AND SOCIAL WORK

Associate Professor Sumner, *Head;* Professors Syron and Tucker; Associate Professors Bishop and Zingraff; Instructor Mackie.

The department offers a major in sociology and a major in social work with a Bachelor of Arts degree.

The department seeks to encourage within students the development of social consciousness and an understanding of people, both as unique individuals and as members of a particular culture and society. Courses are designed to present a balanced perspective in order to offer a solid foundation for continued study in graduate schools of sociology, social work, and other related fields.

The major in social work is accredited by The Council on Social Work Education. Certification for teaching at all levels may be combined with a major in sociology or social work. The department also offers a program leading to certification as a school social worker by the North Carolina Department of Public Instruction.

The courses and programs prepare students for roles as educators, journalists, personnel administrators, city planners; for careers in government; and as leaders of opinion and of action in the community.

Field projects, community internships, volunteer experiences, and cooperative education placements are experiential learning opportunities available to students to provide them with the knowledge and experience helpful in planning careers. Students are encouraged to take a career planning seminar to plan their own careers.

Either SOC 230 or 260 required as a prerequisite for all other courses unless otherwise specified. Prerequisite may be waived in exceptional cases.

## *Requirements for a Major in Sociology*

Twenty-five hours in sociology, including 230, 374, 375, 489, or their equivalents, and 496. Three hours in statistics, MAT 245 or equivalent. MAT 245 strongly recommended before 374 and 375.

## *Requirements for a Major in Social Work*

Liberal Arts Courses: BIO 101; SOC 230, 335, 374, 375; PSY 100, 206; POL 100. (Twenty-two semester hours.)

Social Work Courses: SWK 240, 301, 302, 303, 304, 401, 402, 403, and 404. (Thirty-two semester hours.)

The department strongly recommends that students who major in social work also meet the requirements for a major in an additional field of study.

## Sociology

### 230 PRINCIPLES OF SOCIOLOGY

A general introduction to the field of sociology and to methods used in sociological research. *Credit, three hours.*

### 231 SOCIAL PROBLEMS

An examination of American society which emphasizes the institutional bases of social problems and conflict. Topics include the economy, racism, education, the environment, militarism, crime, health care and other features of contemporary industrial society. Policies designed to address these problems are reviewed. *Credit, three hours.*

### 260 CULTURAL ANTHROPOLOGY

An introduction to anthropology with special emphasis on comparative study of preliterate and simpler cultures. *Credit, three hours.*

### 335 AMERICAN ETHNIC RELATIONS

A study of present day racial and cultural minorities with emphasis upon scientific facts and changing attitudes and policies. *Credit, three hours.*

### 336 CRIMINOLOGY

The law, the offenders and the victims are examined in this study of crime and its causes. The conventional crimes of violence, property offenses and vice are covered along with corporate, governmental and organized crime. Changing patterns in the incidence of crime are considered. Alternate years. *Credit, three hours.*

### 337 CORRECTIONS

A study of the criminal justice system; police, attorneys, courts, judges, jails, prisons, parole. Attention is given to conflicting punishment philosophies and practices. Studies of inmate society are highlighted in this survey of America's attempts to correct the crime problem. Alternate years. *Credit, three hours.*

### 338 THE FAMILY

A study of the structure and function of the family as a basic institution of society; analysis of contemporary marriage and family experience; societal resources for dealing with family problems. *Credit, three hours.*

### 339 URBANIZATION

A study of urbanization and its effect upon human life. An analysis of urban social institutions, urban places, and social adaptation to urban growth. Urban trends and problems are also examined along with various approaches to urban social planning and policy. Alternate years. *Credit, three hours.*

### 340 AGING AND RETIREMENT

The physical, psychological and sociological dimensions of the aging process are examined. Topics include retirement, poverty and old age, role disengagement, health concerns, death and dying. Attention is given to the status of the elderly as a minority group in the United States. Alternate years. *Credit, three hours.*

### 341 SOCIOLOGY OF RELIGION

For description, see REL 341. *Credit, three hours.*

### 374 SOCIAL RESEARCH

Examination of concepts and procedures pertaining to social scientific inquiry with emphasis upon problem statement, measurement, analysis, and interpretation of data. Three class hours per week.Corequisite SOC 375. Also offered as POL 374. MAT 245 or equivalent recommended before 374. *Credit, three hours.*

### 375 SOCIAL RESEARCH LABORATORY

Application of concepts and techniques presented in SOC 374. Empahsis upon the practice of social research with special attention given to data processing and analysis and the use of statistics as a tool of research. Offered both semesters. Corequisite SOC 374. Also offered as POL 374. MAT 245 recommended before 375. *Credit, one hour.*

### 431 SOCIAL STRATIFICATION

The functions of social inequality and the conditions of social justice are considered along with current research on class, status, and power. Both national and international patterns of wealth and poverty are inspected to explain "who gets what and why." Inequalities of race and sex receive specific treatment. Alternate years. *Credit, three hours.*

### 489 SOCIAL THEORY

A survey of the history of social thought from ancient times, with particular emphasis on contemporary sociological thought. *Credit, three hours.*

### 496 SEMINAR IN SOCIOLOGICAL ANALYSIS

Application of basic sociological principles directed toward the analysis of selected topics and the presentation of projects to seminar members for evaluation and criticism. Prerequisites: MAT 245 or equivalent, SOC 374 and 375. Offered both semesters. *Credit, three hours.*

## Social Work

### 240 SOCIAL WORK AS A PROFESSION

An introduction to the development, fields, and values of the social work profession. Course provides class release time for a required thirty hours of volunteer work in a social agency. *Credit, three hours.*

### 301 THE AMERICAN SOCIAL WELFARE INSTITUTION

A study of the current American welfare system as a social institution with an examination of its European beginnings. Includes a description of the current welfare system with an analysis of its service delivery system mechanisms. Fall. *Credit, three hours.*

### 302 SOCIAL POLICY ANALYSIS

An examination of the value choices made by society in the development of policies for the amelioration of social problems. Includes the application of an analytical framework to selected social policies. Requires a group project involving the analysis of a major social policy. Spring. *Credit, three hours.*

### 303 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT

Utilization of the life-span as a framework for examining the impact of individual, organizational, cultural, biological, and community variables on human behavior. The systems framework is used to demonstrate how these variables interact to influence human behavior. The perspective on human behavior developed is utilized in the implementation of a generalist model of social work practice. Spring. *Credit, three hours.*

### 304 SOCIAL WORK PRACTICE WITH INDIVIDUALS, FAMILIES, AND SMALL GROUPS

An introduction to the generalist model of social work practice with an emphasis on achieving planned change by working with individuals, families, and small groups. The development of professional communication skills is also emphasized. *Credit, three hours.*

### 401 SOCIAL WORK PRACTICE IN ORGANIZATIONS, COMMUNITIES, AND LARGER SOCIAL SYSTEMS

The generalist model of social work practice as implemented in the context of communities, organizations and bureaucratic settings. Also an emphasis on continuing the development of professional communication skills. Corequisite: SWK 402. *Credit, three hours.*

### 402 SOCIAL WORK FIELD EXPERIENCE

A minimum of 400 hours of beginning level social work practice experience under the supervision of a professional social worker in a qualified social agency. Prerequisite: SWK 304. Fall and spring. *Credit, 10 hours.'*

### 403 FIELD INSTRUCTION SEMINAR

Students meet weekly for directed academic learning related to the integration of social work knowledge with social work practice. Written assignments are required as a demonstration of adequate development of profesional growth. Corequisite: SWK 402. *Credit, two hours.*

### 404 RESEARCH APPLICATIONS FOR SOCIAL WORK PRACTICE

An examination and evaluation of research and issues of significance to the social work profession and the practice of social work. Also an emphasis on research methods necessary for monitoring and evaluating ongoing practice. Requires a major project to be presented to colleagues for professional dialogue. *Credit, two hours.*

### 405 SELECTED TOPICS IN SOCIAL WORK

The study of topics relevant to social work practice as determined by students' needs and demands. Possible topics to be offered are social work in education, social work in criminal justice, social work and the law, social work in private industry, and child welfare. Offered as needed. *Credit, one to four hours.*

*A student may elect courses through the Cooperating Raleigh Colleges.*

*Students who wish community internships or advanced study or research in sociology or social work should consult with the departmental head or an appropriate faculty member to arrange for the special studies options listed on page 77.*

# College Directory

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L.W. LOCKE
*Enfield*
AUDREE F. LONG
*Winston-Salem*
DOROTHY W. McLANEY
*Elizabethtown*
RUBY McSWAIN
*Sanford*
MABEL CLAIRE MADDREY
*Raleigh*
MARGARET C. MARTIN
*Winston-Salem*
OLIVE H. MILLER
*Raleigh*
IRENE MONEY
*Madison*
RALPH MONGER, JR.
*Sanford*
NAOMI E. MORRIS
*Wilson*
JAMES R. PADEN
*Raleigh*
JOSEPH M. PORTER
*Shelby*
JAMES Y. PRESTON
*Charlotte*
WILLIAM PRETTY, JR.
*Sanford*
MARGARET B. PRUITT
*Louisburg*
SARAH C. RAWLEY
*Jamestown*
E. KEMP REECE
*Greensboro*
*FRANK E. ROBERTS*
*Charlotte*
VIRGINIA L. ROBERTSON
*Rocky Mount*
HELEN W. RUSHER
*Richmond, Va.*
MARY BIDDLE SEMANS
*Durham*
JANE W. SMITH
*Lumberton*
NATHANIEL L. SPARROW
*Raleigh*
NORWOOD B. STARLING
*Raleigh*
WILLIAM R. STROUD
*Raleigh*
GENE TAYLOR
*Raleigh*
GARY E. TRAWICK
*Burgaw*
STUART W. UPCHURCH
*Raleigh*
NAN D. VAN EVERY
*Charlotte*
IRVING H. WAINWRIGHT
*Richmond, Va.*
JANE Y. WELLS
*Raleigh*
WILLIAM H. WESTPHAL
*Greensboro*
BILL L. WILLIAMS
*Raleigh*
W. FRED WILLIAMS
*Greensboro*

FRANCES P. WOODARD
*Selma*
T.R. WORTHY
*Raleigh*
EMILY B. YELTON
*Shelby*
HAZEL W. YOUNG
*High Point*

## ALUMNAE ASSOCIATION

### *Officers 1984-85*

*(Date following name indicates year of graduation)*

MARY LILY DUNCAN GADDY, 1942
*President*
*Raleigh*
CAROL ANDREWS SOUTHERLAND, 1965
*Vice President*
*Elizabethtown*
JONI FAY WATTS FETTERMAN, 1978
*Secretary*
*Clinton*
MEMORY FARMER MITCHELL, 1944
*Past President*
*Raleigh*
NANCY BOYETTE MILLER, 1977
*Director, Asheville Region*
*Asheville*
MARY STUART PARKER BROOKS, 1971
*Director, Charlotte Region*
*Charlotte*
SYLVIA CURRIN MATTHEWS, 1951
*Director, Elizabeth City Region*
*Hertford*
CAROL SENTER WILSON, 1962
*Director, Fayetteville Region*
*Clinton*
MARTHA RENFRO TUCKER, 1954
*Director, Greensboro Region*
*High Point*
GAIL DAVIS BATTS, 1975
*Director, Greenville Region*
*Wilson*
MADGE SPENCE AYSCUE, 1967
*Director, Henderson Region*
*Henderson*
MADELYN SLOAN HILL, 1972
*Director, Hickory Region*
*Statesville*
ANNE EDGE DALE, 1977
*Director, New Bern Region*
*Englehard*
EDITH CAMP MUTH, 1948
*Director, Raleigh Region*
*Raleigh*
SYLVIA COOPER HARRISS, 1974
*Director, Rocky Mount Region*
*Rocky Mount*
CRYSTAL HARTNESS LEATHERS, 1965
*Director, Sanford Region*
*Sanford*
KAREN HARRIS McMANUS, 1975
*Director, Wilmington Region*
*Wilmington*
JEAN BATTEN COOPER, 1954
*Director, Winston-Salem Region*
*Winston-Salem*
JANE LANCASTER KIBLER, 1955
*Director, North Region*
*Vienna, Va.*
QUINCY STEWART INMAN, 1961
*Director, South Region*
*Greenville, S.C.*
VICKY GLENN WEATHERS, 1963
*Director, West Region*
*Chattanooga, Tenn.*

### *Committee Chairmen*

DOROTHY STELL ALEXANDER, 1953
*Public Information*
*Cary*
ELIZABETH JAMES DOTTERER, 1930
*Awards and Recognition*
*Sanford*
MARJORIE JOYNER NORTHUP, 1951
*Education*
*Winston-Salem*
NELL GARRELL BULLARD, 1954
*Placement*
*Salisbury*
KELLY KNOTT COBB, 1969
*Recruitment*
*Cary*
JANICE HOPKINS FRIZZELL, 1979
*Institutional Development and Scholarships*
*Raleigh*

## FACULTY — 1984-85

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HELENA W. ALLEN, M.Ed. (1952)
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JOE BAKER, A.B. (1966)
*Vice President for Administrative Affairs*
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CYNTHIA BISHOP, Ph.D. (1977)
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CYNTHIA BROSS, Ph.D. (1981)
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B.S.; M.S., Fort Hays State University; Ph.D., Texas Woman's University.

CLARA R. BUNN, Ph.D. (1969)
*Professor of Biology*
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CRAVEN ALLEN BURRIS, Ph.D. (1969)
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*Professor of History and Politics*
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ROGER H. CROOK, Ph.D. (1949)
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CHARLES A. DAVIS, Ph.D. (1967)
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JEAN JACKSON, A.M. (1983)
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JAMES R. JOHNSON, III, Ph.D. (1979)
*Associate Professor of Business*
A.B., Elmhurst College; Ph.D., Duke University.

IONE KEMP KNIGHT, Ph.D. (1956)
*Professor of English*
A.B., Meredith College; A.M., University of Pennsylvania; Ph.D., University of North Carolina at Chapel Hill; post-doctoral research, British Museum, Oxford University, University of London.

VIVIAN KRAINES, Ph.D. (Spring 1979)
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A.B., Ph.D., University of California.

ANN W. KURTZ, Ph.D. (1979)
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A.B., Wellesley College; A.M., Ph.D., University of Maryland.

WILLIAM R. LEDFORD, Ph.D. (1957)
*Associate Professor of Foreign Languages*
A.B. Berea College; A.M., State University of Iowa; Ph.D., University of North Carolina at Chapel Hill; graduate study, Middlebury College, Universidad de los Andes, South America.

SARAH McCULLOH LEMMON, Ph.D. (1947)
*Professor of History*
B.S., James Madison University; A.M., Columbia University; Ph.D., University of North Carolina at Chapel Hill.

CHARLES P. LEWIS, III, Ph.D. (1980)
*Assistant Professor of Chemistry*
B.S., Wake Forest University; Ph.D., University of North Carolina at Chapel Hill; post-doctoral study, Johns Hopkins University.

W. DAVID LYNCH, D.M.A. (1969)
*Professor of Music*
Mus.B., Oberlin College; Mus.M., D.M.A., Performer's certificate, Eastman School of Music of the University of Rochester; Akademie "Mozarteum," Salzburg, Austria; Andre Marchal, Paris; Isolde Ahlgrimm, Arthur Poister, Robert Noehren.

FRANCES L. McCACHERN, Ed.D. (1980)
*Assistant Professor of Music*
A.B., Limestone College; Mus.M., Ed.D., University of North Carolina at Greensboro.

JERRY E. McGEE, Ed.D. (January 1980)
*Vice President for Institutional Advancement*
B.S., East Carolina University; A.M., Appalachian State University; Ed.D., Nova University.

JOE MARON, M.F.A. (1972)
*Associate Professor of Art*
(sabbatical, Spring 1984)
A.B., M.F.A., Brooklyn College.

MARIE MASON, Ph.D. (1969)
*Associate Professor of Psychology*
*Director of Health Services*
A.A., Campbell College; A.B., Meredith College; A.M., Ph.D., University of Kentucky.

JAY D. MASSEY, A.M. (1957)
*Associate Professor of Health and Physical Education*
B.S., University of North Carolina at Greensboro; A.M., New York University.

REBECCA J. MURRAY, Ed.D. (1974)
*Professor of Education*
A.B., Meredith College; M.Ed., University of North Carolina at Chapel Hill; Ed.D., Duke University; post-doctoral study, North Carolina State University.

ALLEN F. PAGE, Ph.D. (1973)
*Professor of Religion*
A.A., Mars Hill College; A.B., Wake Forest University; graduate study, Southeastern Baptist Theological Seminary; M.Div., Union Theological Seminary; Ph.D., Duke University.

THOMAS C. PARRAMORE, Ph.D. (1962)
*Associate Professor of History*
A.B., A.M., Ph.D., University of North Carolina at Chapel Hill.

BRENT A. PITTS, Ph.D. (1981)
*Assistant Professor of Foreign Languages*
A.B., A.M., Ph.D., Indiana University; Post doctoral study, Princeton University, Ecole Superieure de Commerce de Lyon.

DOROTHY K. PRESTON, Ph.D. (1961)
*Associate Professor of Mathematics*
A.B., Meredith College; A.M., Columbia University; M.A.M., North Carolina State University; NSF Fellow; Ph.D., North Carolina State University.

ROBERT K. REID, Ph.D. (1979)
*Associate Professor of Biology*
B.S., Dickinson College; A.M., Oberlin College; Ph.D., North Carolina State University.

NORMA ROSE, Ph.D. (1937)
*Professor of English*
A.B., Meredith College; A.M., University of North Carolina; Ph.D., Yale University.

NANCY C. SASNETT, M.Ed. (1971)
*Instructor of Business*
B.S., Pfeiffer College; M.Ed., University of North Carolina at Greensboro.

PENNY F. SCOTT, A.M., C.P.A.(1982)
*Instructor of Business*
B.S., A.M., Appalachian State University.

REBECCA J. SHAFER, Ph.D. (1984)
*Associate Professor of Business*
B.S., M. Acc., Ph.D., University of South Carolina

REGINALD B. SHIFLETT, Ph.D. (1978)
*Professor of Chemistry*
B.S., Ph.D., University of Virginia.

NONA J. SHORT, A.M. (1966)
*Assistant Professor of Photography and Foreign Languages*
A.B., University of Mississippi; A.M., University of Wisconsin; graduate study, University of Munich, University of North Carolina at Chapel Hill.

BERNICE T. SHUEY, M.B.A., C.P.A.(1982)
*Instructor of Business*
B.S., Southwest Missouri State University; M.B.A., University of Dayton.

EVELYN P. SIMMONS, M.S. (1962)
*Associate Professor of Economics*
B.S., Georgia State College for Women; M.S., University of Tennessee; graduate study, University of Florida, Duke University, University of North Carolina at Chapel Hill.

DOROTHY J. SIZEMORE, A.M. (1980)
*Dean of Students*
A.B., William Jewell College; A.M., Georgetown College.

DONALD SPANTON, Ph.D. (1983)
*Associate Professor of Business*
B.S., Renesselear Polytechnic Institute; M.S., Georgia Institute of Technology; Ph.D., American University.

LAROSE F. SPOONER, Ed.D. (1967)
*Assistant to the President*
A.B., Tift College; M.A.T., Duke University; Ed.D., North Carolina State University.

MARILYN M. STUBER, Ed.D., (1965)
*Associate Professor of Home Economics*
B.S., M.S., University of Nebraska; Ed.D., North Carolina State University.

EUGENE M. SUMNER, D.S.W., (1973)
*Associate Professor of Social Work*
A.A., Mount Olive Junior College; A.B., Atlantic Christian College; M.Div., Southeastern Baptist Theological Seminary; M.S.W., University of North Carolina at Chapel Hill; D.S.W., University of Utah.

LESLIE W. SYRON, Ph.D. (1945)
*Professor of Sociology*
A.B., Mary Baldwin College; A.M., Ph.D., University of North Carolina at Chapel Hill; post-doctoral study, London School of Economics and Political Science.

LOUISE TAYLOR, Ph.D. (1978)
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A.B., Swarthmore College; M.A.T., Duke University; M.A., Ph.D., Florida State University.

OLIVE D. TAYLOR, M.Ed. (1970)
*Instructor of Mathematics*
B.S., Western Carolina University; M.Ed., University of North Carolina at Chapel Hill; graduate study, Western Carolina University, North Carolina State University, Appalachian State University.

MARY L. THOMAS, Ph.D. (1982)
*Assistant Professor of Foreign Language*
A.B., Ohio University; A.M., Ph.D., University of Michigan; post doctoral study, University of North Carolina at Chapel Hill.

SANDRA CAROL THOMAS, Ph.D. (1974)
*Vice President for Student Development*
A.B., University of Texas; M.S., Indiana University; Ph.D., Saint Louis University.

DANIEL E. TODD, JR., Ph.D. (1982)
*Professor of Education*
B.S., A.M., East Carolina University; Ph.D., University of North Carolina at Chapel Hill.

CHARLES R. TUCKER, Ph.D. (1966)
*Professor of Sociology*
A.B., Delta State College; B.D., Th.M., Ph.D., Southern Baptist Theological Seminary; M.A.C.T., University of North Carolina at Chapel Hill.

ANTHONY J. VAGLIO, JR., Ph.D. (1977)
*Associate Professor of Music*
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ROBERT WHARTON, A.M. (1981)
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ED R. WHEELER, Ph.D. (1980)
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LEONARD WHITE, A.M. (1964)
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## PART-TIME FACULTY — 1984-85

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BARRY BAUCOM, B.S. (1984)
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LYNNE BAUNACH, M.S. (1983)
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DONALD BEAL, B.S. (1984)
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CAROL J. BROWN, M.S. (1984)
*Instructor of Physical Education*
B.S. Colorado State University; M.S., Smith College.

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ANNE MACKIE, M.S.W. (1981)
*Instructor of Social Work*
A.B., Beaver College; M.S.W., University of North Carolina at Chapel Hill.

VIRGINIA MANN, A.A. (1984)
*Golf Coach*
A.A., Peace College; additional study North Carolina State University.

WILBURN L. NORTON, JR., A.B. (1970)
*Instructor of Photography*
A.B., North Carolina Wesleyan College.

MARTA PARTRIDGE, Mus.B. (1981)
*Instructor of Music*
Mus.B., New England Conservatory.

JANICE PEERY, Mus.M. (1979)
*Instructor of Music*
Mus.B., University of Western Ontario; Mus.M., University of North Carolina at Chapel Hill.

JAMES W. POWERS, M.M. (1982)
*Instructor of Music*
B.M., East Carolina University; M.M., Miami University.

CHRISTINA A. PRITCHARD, A.B. (1976)
*Instructor of Equitation*
A.B., Meredith College.

LOUISE REISS, Ph.D. (1982)
*Instructor of Foreign Languages*
A.B., Pennsylvania State University; Ph.D., University of North Carolina at Chapel Hill.

NANCY RIVA-PALACIO, A.M. (1979)
*Instructor of Music*
A.B., Westhampton College; A.M., Columbia University; Certificat d'Etudes, Sorbonne, University of Paris.

JUDITH SANWALD, Ph.D. (1984)
*Instructor of Psychology*
A.B., Erskine College; A.M., University of Florida; Ph.D., State University of New York.

RICHARD D. SOUTHWICK, A.M. (1972)
*Instructor of Music*
B.S., A.M., Ohio State University.

PEGGY STARKEY, Ph.D. (1980)
*Assistant Professor of Religion*
A.B., Southern Methodist University; M.Div., S.T.M., M.Phil., Ph.D., Union Theological Seminary.

MICHAEL STOUGHTON, Mus.B. (1980)
*Instructor of Music*
Mus.B., Julliard School of Music.

JANET SULLIVAN, A.B. (1983)
*Instructor of Biology*
A.B., Meredith College.

CATHY SYMONS
*Instructor of Computer Science*

JENNY TAYLOR, M.Ed. (Fall 1984 only)
*Instructor of Mathematics*
B.S., M.Ed., North Carolina State University.

NAOMI WAGNER, M.S. (1984)
*Instructor of Psychology*
A.B., M.S., Hebrew University of Jerusalem.

DOUGLAS J. WAKEMAN, B.A. (1984)
*Instructor of Economics*
B.A., graduate study, University of North Carolina at Chapel Hill.

JOHN WHITEHURST, A.B. (1982)
*Instructor of Chemistry*
A.B., University of North Carolina at Chapel Hill.

PAMELA WHITLOW, Mus.B. (1977)
*Instructor of Music*
Mus.B., Southern Illinois University.

BRENDA WINDHAM, Mus.M. (1979)
*Instructor of Music*
B.M.E., Central Methodist College; Mus.M., New England Conservatory.

INGE WITT, A.B. (1976)
*Instructor of Music*
A.B. Hons., London University; Elementary Certificiate, Jacques-Dalcroze Institute through Carnegie-Mellon University.

PAUL M. ZIPIN, Ph.D. (1982)
*Instructor of Business*
A.B., Temple University; A.M., Pennsylvania State University; Ph.D., University of Connecticut.

## FACULTY EMERITI

*The date in parentheses indicates the year in which the individual joined the Meredith faculty.*

AUDREY R. ALLRED, M.Ed. (1970)
*Associate Professor of Education*
A.B., Meredith College; M.Ed., University of North Carolina at Chapel Hill.

HAZEL BAITY, A.B., in L.S. (1941)
*Librarian*
A.B., Meredith College; A.B. in L.S., University of North Carolina at Chapel Hill.

ERNEST F. CANADAY, Ph.D. (1920)
*Professor of Mathematics*
A.B., William Jewell College; A.M. Missouri University; Ph.D., Duke University.

HARRY E. COOPER, Mus.D. (1937)
*Professor of Music*
A.B., Ottawa University; Mus.B., Horner Institute of Fine Arts; Mus.D., Bush Conservatory; Fellow, American Guild of Organists; Guy Weitz, London.

JANE G. DEESE, A.M. (1945)
*Technical Services Librarian*
A.B., Meredith College; A.B. in L.S., Emory University; A.M., Columbia University.

BEATRICE DONLEY, Mus.B. (1972)
*Professor of Music*
Mus.B. (Voice), Mus.B. (Public School Music), West Virginia University; voice with Horatio Connell, Julliard School of Music; voice with Adelaide Gescheidt, New York.

JAMES H. EADS, JR., M.S. (1958)
*Assistant Professor of Biology*
A.B., University of Kansas; M.S., University of Alabama; graduate study, University of Alabama, North Carolina State University.

HARRY K. DORSETT, A.M. (1941)
*Associate Professor of Education*
A.B., Wake Forest University; A.M., Columbia University; graduate study, George Peabody College.

SUZANNE FREUND, Ph.D. (1947)
*Associate Professor of Foreign Languages*
Ph.D., University of Heidelberg.

HELEN JONES, A.M. (1969)
*Instructor of English*
A.B., A.M. University of North Carolina at Greensboro.

MARY BLAND JOSEY, M.Ed. (1953)
*Director of Admissions*
A.B., Meredith College; M.Ed., North Carolina State University; additional study, University of Reading, England.

SARAH McCULLOH LEMMON, Ph.D. (1947)
*Professor of History*
B.S., James Madison University; A.M., Columbia University; Ph.D., University of North Carolina at Chapel Hill.

MARGARET C. MARTIN, A.M. (1953, 1964)
*Director of Alumnae Affairs*
A.B., Meredith College; A.M., Columbia University.

STEWART A. NEWMAN, Th.D. (1973)
*Professor of Philosophy*
A.B., Hardin Simmons University; Th.M., Th.D., Southwestern Baptist Seminary; post-doctoral study; Duke University, Northwestern-Barrett, University of Rochester.

STUART PRATT, Mus.M. (1942)
*Professor of Music*
A.B., Hartwick College; Mus.B., Philadelphia Musical Academy; Mus.M., Syracuse University; two years in Berlin, Marta Siebold, Hugo Kaun, Walter Scharwenka, Egon Petri.

DAVID R. REVELEY, Ph.D. (1955)
*Professor of Education*
A.B., Hampden-Sydney College; A.M., Ph.D., University of Virginia.

# ADMINISTRATION — 1985-86

*The date in parentheses indicates the year in which the individual joined the Meredith administration.*

## *Office of the President*

JOHN EDGAR WEEMS, Ed.D. (1972)
*President*

LaROSE F. SPOONER, Ed.D. (1967)
*Assistant to the President*

SHARON H. WOODLIEF (1972)
*Administrative Secretary*

SARAH McCULLOH LEMMON, Ph.D. (1947)
*Professor Emeritus and College Historian*

## *Office of the Vice President for Administrative Affairs*

JOE BAKER, A.B. (1966)
*Vice President*

## *Academics*

### Office of the Vice President and Dean of the College

CRAVEN ALLEN BURRIS, Ph.D. (1969)
*Vice President and Dean*

ANNE E. PICKARD, A.A. (1974)
*Administrative Secretary*

DOTTY LOU GANDY (1979)
*Secretary to the Faculty*

ROSE HARDISON (1982)
*Secretary to the Faculty*

NELL McLAUGHLIN (1985)
*Secretary to the Faculty*

DORIS WALL (1971)
*Secretary to the Faculty*

BETTY JEAN YEAGER, A.B. (1948)
*Secretary to the Faculty*

### Office of the Registrar

CHARLES A. DAVIS, Ph.D. (1967)
*Associate Dean and Registrar*

SUE TODD, A.B. (1968)
*Assistant Registrar*

CATHY SISK, A.B.(1984)
*Secretary*

LAURA BURAKOWSKI (1978)
*Records Secretary*

MARTHA FONVILLE, A.A. (1983)
*Graduate Program Secretary*

### Library

JANET L. FREEMAN, M.L.S. (1984)
*College Librarian*

LYNNE HENDERSON, M.L.S. (1976)
*Reference Librarian*

HERBERT H. WILLIAMS, Ph.D., M.L.S. (1977)
*Technical Services Librarian*

JUDITH L. SCHUSTER, M.S.L.S. (1980)
*Assistant Reference Librarian*

DOROTHY QUICK, B.S. (1970)
*Circulation Librarian*

ROBERT G. FRACKER, A.M. (1962)
*Library Assistant, Reference*

LINDA G. BURTON, B.S. (1984)
*Library Assistant, Reference*

ALICE McNEIL (1976)
*Library Assistant, Technical Services*

GERALDINE SARGENT (1978)
*Secretary*

MARGARET SEXTON (1957)
*Library Assistant, Technical Services*

CAROL SMITH, M.M., (1981)
*Library Assistant, Music Library*

FRANCES HANNAH (1977)
*Acquisitions Assistant*

### Office of Continuing Education

ELLEN M. IRONSIDE, Ph.D. (1982)
*Associate Dean for Continuing Education*

ANNE C. DAHLE, M.Ed. (1972)
*Assistant to the Dean and Director of Credit Programs*

PAMARAH J. GERACE, J.D. (1985)
*Director of Legal Assistants Program*

BARBARA H. WILLIS, M.Ed. (1978)
*Program Coordinator*

BETTY BASS (1982)
*Secretary*

MARY G. CAVENAR, M.S.N. (1985)
*Assistant*

### Graduate Studies

CLARA R. BUNN, Ph.D. (1969)
*Coordinator*

### Honors Program

BERNARD H. COCHRAN, Ph.D. (1960)
*Coordinator*

### International Studies

ROGER CROOK, Ph.D. (1949)
*Coordinator*

## *Business and Finance*

### Office of the Vice President for Business and Finance

CHARLES E. TAYLOR, JR., M.B.A. (1983)
*Vice President*

VIRGINIA SCARBORO, A.A. (1961)
*Administrative Secretary*

### Financial Services

TERRY PEARSON, B.S. (1985)
*Manager*

JILL BREAZEALE, B.A.(1985)
*Accounting Clerk*

JILL COLLINS, B.S. (1980)
*Senior Accounting Clerk*

MARY JANE JOHNSON, B.A. (1983)
*Accounting Clerk*

SUZANNE LAMBERT (1983)
*Payroll and Benefits Clerk*

### Information Services

GLENWOOD SANDERSON (1981)
*Manager*

GINNY BENNER (1982)
*Computer Operator/Programmer Trainee*

### College Calendar and Summer Programs

MARIE MASON, Ph.D. (1969)
*Coordinator*

### College Store

DRU M. HINSLEY, B.A. (1953)
*Manager*

RUTH L. GOWER (1959)
*Assistant Manager*

MARY ANN REESE, B.S. (1984)
*Textbook Manager*

FRANCES GILLIS (1973)
*Store Clerk*

### Central Services and Printing

LESIA GOODWIN (1979)
*Supervisor*

### Environmental Services

JERRY L. BYNUM, B.S. (1984)
*Manager*

JESSICA LaMONDA (1984)
*Secretary*

HARRY SIMMONS (1949)
*Buildings Maintenance Supervisor*

LON AVENT (1972)
*Electrician*

DORSEY ADAMS (1978)
*Grounds Supervisor*

MARY W. LILES (1960)
*Senior Housekeeping Supervisor*

NELLIE PENNINGTON (1966)
*Housekeeping Supervisor*

### Maintenance Staff
LEE ADAMS
THOMAS EDMONDSON
WILLIAM FINCH
BRUCE HOLLOWAY
ARTHUR JONES
JAMES JONES
JAMES McDONALD
CHARLES MASON
DAVID ROBINSON
DARNELL SMITH
EDDIE TURNER
SAMUEL WILDER
ROOSEVELT WILLIAMS

### Housekeeping Staff
MARY ELIZABETH BELL
MAURICE BLALOCK
VELORA BUCHANAN
DORIS CLINTON
CONSTANCE GAUSE
LULA HARRELSON
DELORIS HARRIS
WILLIE HOWARD
WILLIE KING
MADIE LITTLE
RUTH OWENS
LUCRETIA PETERSON
VERNON PETERSON
BARBARA ROBINSON
MAMIE SANDERS
ANNIE RUTH SMITH
BEATRICE STRICKLAND
EDITH VINSON
RUTH WILKERSON

### Food Services (ARA)
CONNIE BRANCH (1981)
*Manager*

### Light and Sound
PAUL GABRIEL, B.S. (1983)
*Technician*

### Post Office
SHEILA TROXLER (1974)
*Postal Clerk*

### Security
DANIEL G. SHATTUCK (1972)
*Chief*

JANICE SHATTUCK (1974)
*Secretary*

### Staff
W. W. ADAMS
WORTH BAILEY
JULIETTE FORE
WILLIAM GRINER
JAMES HAGA
SHERWOOD JONES
E.B. LAWRENCE
V.C. MEDLIN
TIMOTHY MORRIS
AUBREY UNDERWOOD
LEROY POLLARD

### Stables
LUTHER M. HUGGINS, A.A. (1969)
*Manager*

## *Student Development*

### Office of the Vice President for Student Development
SANDRA C. THOMAS, Ph.D. (1974)
*Vice President*

PATRICIA BOOTH (1984)
*Administrative Secretary*

### Office of the Dean of Students
DOROTHY J. SIZEMORE, A.M. (1980)
*Dean*

JANICE McCLENDON (1983)
*Administrative Assistant/*
*Coordinator of Housing*

REU KAYLE (1984)
*Residence Director*

DEBRA McGUIRE (1983)
*Residence Director*

PAULA WILLIAMSON (1984)
*Residence Director*

CAROL YANDLE (1983)
*Residence Director*

FRANCES THORNE (1961)
*Residence Director*

### Office of Admissions

SUE E. KEARNEY, A.M. (1966)
*Director*

JULIE M. BROWNING, M.S. (1984)
*Assistant Director*

JEANNE PUCKETT, A.B. (1984)
*Admissions Counselor*

ANNE C. PUGH, A.B. (1977)
*Processing and Records Manager*

HEATHER D. POLLARD, A.B. (1983)
*Secretary to the Director*

DOTTIE P. BUSTER, B.Mus. (1983)
*Secretary to Admissions*

ILSE WANGERIN (1980)
*Secretary*

SARAH WATTS, A.B. (1982)
*Secretary*

### Office of the Campus Minister

SAMUEL BANKS CAROTHERS, M.Div. (1982)
*Campus Minister*

ELLEN NORRIS (1983)
*Secretary*

### Career Services and Cooperative Education

MARIE W. CAPEL, M.Ed., (1971)
*Director*

ELIZABETH TAYLOR, M.Ed., (1984)
*Coordinator of Cooperative Education*

CLETA JOHNSON (1979)
*Secretary*

### Office of Scholarships and Financial Assistance

JOHN B. HIOTT, M.Div. (1968)
*Director*

ALBERTA HAWES (1976)
*Secretary*

### Guidance and Counseling

MARGE SHELTON, A.M. (1981)
*Counselor*

### Health Services

MARIE MASON, Ph.D., R.N. (1969)
*Director*

PATRICIA BROOMHALL, M.D. (1980)
*Physician*

SIDNEY MARTIN, M.D. (1972)
*Physician*

RUTH PEARCE, R.N. (1980)
*Nurse*

GEORGIA STEPHENS, R.N. (1979)
*Nurse*

FRONIA THACKER, B.S., R.N. (1975)
*Nurse*

### Student Activities

RHODA SOWERS, B.S. (1982)
*Director*

## *Institutional Advancement*

### Office of the Vice President for Institutional Advancement

JERRY E. McGEE, Ed.D. (1980)
*Vice President*

GERALDINE W. MYERS (1978)
*Secretary/Receptionist*

MARTHA C. HARRELL (1979)
*Accounting Clerk*

### College Relations

CAROLYN C. ROBINSON, A.B. (1958)
*Director*

LISA D. BOWNE, A.B. (1983)
*Assistant Director*

CONNIE H. RAZZAGHI, A.B. (1985)
*Secretary*

### Corporate Relations

BILLIE JO COCKMAN, A.B. (1985)
*Director*

ANNE C. RUEY, B.S. (1984)
*Secretary*

### Alumnae Affairs

CLEO G. PERRY, A.B. (1975)
*Director*

ANNE M. PURCELL, A.B. (1974)
*Coordinator of Annual Giving*

GAY H. ELLIOTT, A.B. (1983)
*Secretary*

### Planned Giving

W. C. LYON, JR., B.S. (1984)
*Director*

## *Cooperating Raleigh Colleges*

ROSALIE P. GATES, Ph.D. (1981)
*Director*

## BUILDINGS AND GROUNDS

JONES CHAPEL projects a visible symbol of Meredith's commitment to Christian education. Named the Christina and Seby Jones Chapel in honor of Mr. and Mrs. Jones of Raleigh, the chapel contains the campus minister's office, secretary/receptionist's office, kitchen, commons room, library/reading room, visiting speaker's office behind the sanctuary and a bride's room in front of the sanctuary. Mr. and Mrs. Jones have been strong supporters of the College. Mr. Jones has served as chairman of the Board of Trustees and Board of Associates. Located in Jones Chapel is the Estelle Johnson Salisbury Memorial Organ, an encased mechanical-action instrument of 20 stops and 27 ranks. The two-manual and pedal instrument was constructed in 1983 by the Andover Organ Company.

JOHNSON HALL, named in memory of Livingston Johnson and located at the front center of the campus, is the administration building which houses reception rooms and most administrative offices.

CARLYLE CAMPBELL LIBRARY is named in honor of Meredith's fourth president, Carlyle Campbell, who served the College from 1939 to 1966. The building is equipped with study tables and carrels, space for the library's book collection (now more than 100,000 volumes), and facilities that a college such as Meredith needs in educational services.

JOYNER HALL is a classroom building for most courses in education, English, foreign languages, history and politics, psychology, religion and philosophy, and sociology and social work. In addition, it contains offices for faculty, a small auditorium equipped with visual aids, a photographic darkroom, seminar rooms, a lounge, and a kitchenette. The building was named for James Yadkin Joyner, who served as a trustee for 55 years.

HUNTER HALL, named for Joseph Rufus Hunter, provides classrooms and laboratories for biology, chemistry, home economics, and physics. Also in Hunter Hall are offices and research laboratories for faculty, a science library, a lecture and demonstration auditorium, and a reception room. An adjacent greenhouse is available for experimental purposes.

SHEARON HARRIS BUILDING, constructed in 1982, is a classroom building for the departments of business administration and economics and mathematics. In addition to classrooms, seminar rooms, and faculty offices, the building also contains two conference rooms, a reading room, faculty lounge, and kitchen. It is named in honor of the late Shearon Harris who served the College as a trustee for more than a decade. He also served as chairman of the Board of Trustees and Board of Associates.

ELLEN BREWER HOUSE is a residence used by the Department of Home Economics. In small groups and under the guidance of an instructor, senior home economics majors gain actual experience in home management by living there. Named for Ellen Dozier Brewer, member of the faculty for 57 years, the Ellen Brewer House offers all the modern facilities of a home-like residence, including four bedrooms and baths, a student's study, an office for the supervisor, a living room, family room, and kitchen.

JONES HALL, named in honor of Wesley Norwood Jones and his wife, Sallie Bailey Jones, houses an auditorium — a place of many functions for the college community and for off-campus groups as well. The building was renovated in 1978 for the use of speech, drama, and art. A modern photographic laboratory and light studio and an art gallery were included in the renovations. Some music practice rooms, studios, and classrooms are located in the building.

COOPER ORGAN, Meredith's first concert organ, is located in the auditorium of Jones Hall. The organ is named in honor of Harry E. Cooper, former head of the Department of Music for over 30 years, and was installed in 1970. It is a three-manual, 35-rank concert instrument with classic voicing, built by the Austin Organ Company. The organ is used for recitals, convocations, services, teaching, and practicing.

HARRIET MARDRE WAINWRIGHT MUSIC BUILDING, a two-story brick and masonry structure adjacent to Jones Hall, houses a music library, faculty lounge, five offices, three classrooms, eight practice rooms, and 22 teaching studios. Also included in the 21,000 square foot building is the 175-seat Clara Carswell Concert Hall named in honor of Mrs. Guy T. Carswell. The music and fine arts building, named in honor of Mrs. Irving H. Wainwright, was dedicated in 1977.

WEATHERSPOON PHYSICAL EDUCATION — DANCE, dedicated in 1970, contains a gymnasium, classrooms, a dance studio, an indoor swimming pool, and offices for the Department of Health, Physical Education, and Dance. The building is named in honor of Walter Herbert Weatherspoon and James Raymond Weatherspoon.

MARY E. YARBROUGH SCIENCE RESEARCH BUILDING, dedicated in 1985, contains research laboratories, a research greenhouse, and offices. Dr. Yarbrough served as Head of the Chemistry Department for more than 30 years.

VANN, STRINGFIELD, BREWER, FAIRCLOTH, POTEAT, HEILMAN, AND BAREFOOT RESIDENCE HALLS house 140-170 students each. The majority of the housing accommodations in these multiple-story residence halls follow the suite arrangement of two rooms and a bath for four students; two students occupying a room. The exceptions to this arrangement include two rooms for two on each hall in Barefoot and Heilman, one room for two on each hall in Poteat, and one room for two on the first three floors in Vann, Stringfield, Brewer, Faircloth, and Barefoot. These rooms have a private bath for the two occupants. The fourth floors in Vann, Barefoot, Stringfield, Brewer, and Faircloth do not always follow the exact suite arrangement but do offer comparable bath facilities. Some rooms on these floors house three students and some house one student.

Telephones are available on each floor, and students may have phone service in their rooms. Pressing rooms, social rooms, study parlors, kitchenettes, and laundry facilities are conveniently located in the residence halls. The residence halls are named for Richard Tilman Vann; Oliver Larkin Stringfield; Charles Edward Brewer; William T. Faircloth; Ida Isabella Poteat, William Louis Poteat, and E. McNeill Poteat; E. Bruce Heilman; and Culbreth C. Barefoot, Kilty Barefoot, and their family, respectively.

BELK DINING HALL, large enough to accommodate the student body; may be reached from most residence halls by covered breezeways. Dedicated in 1970, Belk Dining Hall was named in honor of Carol Grotnes Belk.

DELIA DIXON CARROLL INFIRMARY AND RESIDENCE HALL was named for Elizabeth Delia Dixon Carroll, college physician for 34 years. The second floor of Carroll houses 22 students and four rooms for three, two of which have a private bath and two which are joined by a bath. The first floor of Carroll houses the infirmary which has a nurse in residence and a doctor on call 24 hours a day for any medical needs that might arise. The infirmary is well-equipped, contains eight beds, and is completely air-conditioned.

CARROLL RESIDENCE HALL ANNEX houses 22 freshmen and two upperclass hall officers. There are twelve rooms for two students each and a hall bath. Carroll Annex is carpeted and air-conditioned. Each room is equipped with single beds, desks, dressers and closets.

MAE GRIMMER ALUMNAE HOUSE includes offices of the alumnae association, as well as bedroom suites for guests of the College. There are also a reception room and kitchen for social events. For 36 years Mae Grimmer was executive secretary of the alumnae association, and the house is named in her honor.

FAW GARDEN, located between the Harriet Mardre Wainwright Music Building, Jones Hall, and Heilman Residence Hall, includes a partially enclosed courtyard of brick and garden areas. The garden, named in honor of the J. C. Faw family, includes a variety of evergreen and deciduous plants.

ELVA BRYAN McIVER AMPHITHEATER, with a seating capacity of 1,200, was completed in 1964. Located in an oak grove to the south of Jones Hall, the amphitheater overlooks a four and a half acre lake. An island stage separated from the amphitheater by a moat is complete with lighting and sound systems, making the theater ideally suited for outdoor performances and general college programs. Named for Elva Bryan McIver of Sanford, North Carolina, the amphitheater was made possible by a bequest from this friend of the College.

CATE CENTER contains continuing education facilities, including the 240-seat Kresge Auditorium, offices for counseling and career services; the student supply store, snack bar, student government offices, student publication offices, the college post office, lounges, and game rooms. Named in honor of Kemp Shields Cate, the center was dedicated in 1974.

MASSEY HOUSE is the on-campus residence of the president. It is occasionally used to entertain students and other constituents of the College. The house is named in honor of Dr. Luther M. Massey and his wife, Vivian Dawson Massey, in appreciation of their service to Meredith.

MARTIN EQUITATION ARENA is located behind Weatherspoon Physical Education-Recreation Building. A standard size show ring, the arena was dedicated in 1976 in honor of Zeno Martin and Lorna Bell Broughton.

SHAW FOUNTAIN is positioned on the front center campus near the entrance to the administration building. The six water spouts control 10 water height stages and are illuminated by 20 multi-colored lights. Named in honor of Henry M. Shaw and his wife, Blanche M. Shaw, the 20-foot circular fountain was dedicated in 1974.

MEREDITH COLLEGE STABLES accommodate approximately 40 college-owned horses. Facilities are there for classroom sessions in equitation was well as for outdoor and indoor riding.

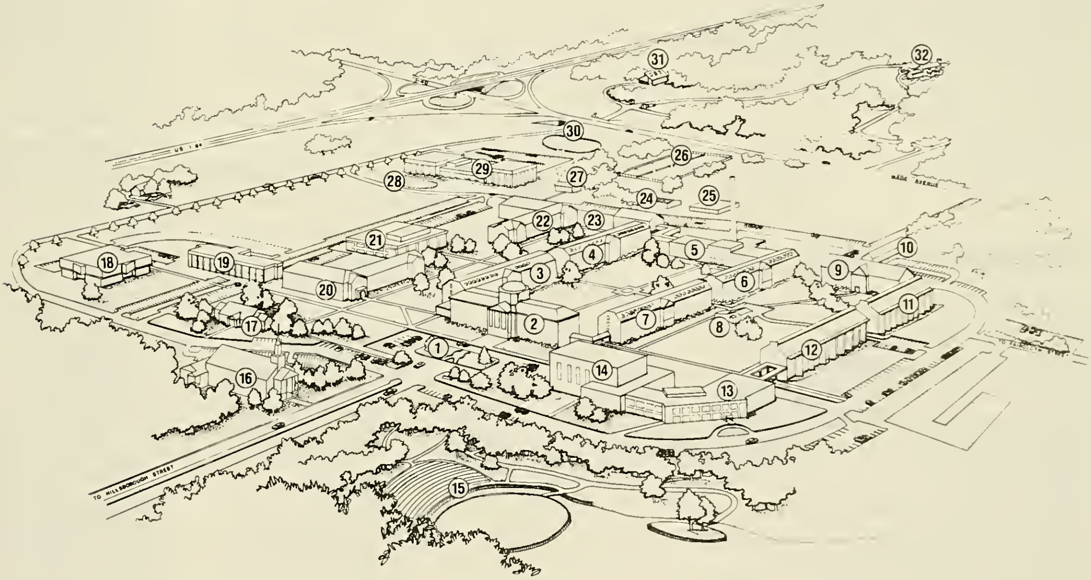
## LOCATION

Located in central North Carolina, Raleigh, home of Meredith College, is a growing city of approximately 170,000 people. It is the center of an area known as the Research Triangle, composed of Raleigh, Durham, and Chapel Hill.

The Meredith campus is on the western outskirts of the city, and the 225 acres are unspoiled by commercial or residential development. Easy access is provided by Wade Avenue and U.S. 1. The campus is bounded on the north by Wade Avenue, on the east by Faircloth Street, and on the west by U.S. 1. The front entrance faces Hillsborough Street, and appropriate highway markings guide the visitor to Meredith. The Raleigh-Durham Airport, serving the major airlines, is just eight miles from the campus.

Raleigh is also the home of North Carolina State University. Approximately 25 miles away is Chapel Hill, site of the University of North Carolina. Duke University is 17 miles away in Durham. Wake Forest, another major North Carolina university, is two hours away in Winston-Salem.

The state is proud of its scenic beauty, and Raleigh is centrally located so that both the lovely mountain ranges of western North Carolina and the beaches of the eastern part of the state are only two to three hours away. For several years students have organized vacation groups to take advantage of skiing opportunities while others enjoy the beaches of coastal North Carolina.



## *Campus Map*

**1.**Shaw Fountain, **2.**Johnson Hall (administration), **3.**Vann Residence Hall, **4.**Stringfield Residence Hall, **5.**Belk Dining Hall, **6.**Faircloth Residence Hall, **7.**Brewer Residence Hall, **8.**Temporary Art Studio, **9.**Poteat Residence Hall, **10.**Maintenance Shop, **11.**Barefoot Residence Hall, **12.**Heilman Residence Hall, **13.**Harriet Mardre Wainwright Music Building, **14.**Jones Hall (auditorium, drama, art), **15.**Elva Bryan McIver Amphitheater, **16.**Christina and Seby Jones Chapel, **17.**Mae Grimmer Alumnae House, **18.**Cate College and Continuing Education Center, **19.**Shearon Harris Building for Business Administration (business, economics, mathematics), **20.**Joyner Hall (liberal arts), **21.**Carlyle Campbell Library, **22.**Hunter Hall (science, home economics), **23.**Delia Dixon Carroll Infirmary and Residence Hall (infirmary, first floor; residence, second floor), **24.**Continuing Education Office, **25.**Carroll Annex (residence hall) **26.**Tennis Courts, **27.**Ellen Brewer Home Management House, **28.**Golf Putting Green, **29.**Weatherspoon Physical Education-Dance Building, **30.**Zeno Martin Arena, **31.**Meredith Stables, **32.**Massey House (president's residence).

## ACADEMIC CALENDAR

### *FALL SEMESTER — 1985*

| | |
|---|---|
| Arrival of new students | Thurs. Aug. 15 |
| Registration | Mon. Aug. 19 |
| Registration of freshmen | Tues. Aug. 20 |
| First day of classes | Wed. Aug. 21 |
| Opening Convocation-Founders' Day | Mon. Aug. 26 |
| Last day to add a course | Tues. Aug. 27 |
| Labor Day Holiday-no classes held | Mon. Sept. 2 |
| Last day to make grading changes | Wed. Sept. 18 |
| Last day to drop with a "W" grade | Wed. Sept. 18 |
| Midterm: Autumn recess begins at 5:00 P.M. | Fri. Oct. 11 |
| Classes resume at 8:00 A.M. | Wed. Oct. 16 |
| Midterm reports due at NOON | Wed. Oct. 16 |
| Thanksgiving recess begins at 1:00 P.M. | Wed. Nov. 27 |
| Classes resume at 8:00 A.M. | Mon. Dec. 2 |
| Last day to withdraw from a course | Wed. Nov. 27 |
| Last day of classes | Wed. Dec. 4 |
| Reading Day | Thurs. Dec 5 |
| Final Examinations | Fri. Dec. 6 — Sat. Dec. 14 |

### *SPRING SEMESTER — 1986*

| | |
|---|---|
| Registration | Tues. Jan. 7 |
| First day of classes | Wed. Jan. 8 |
| Last day to add a course | Tues. Jan. 14 |
| Last day to make grading changes | Tues. Feb. 4 |
| Last day to drop with a "W" grade | Tues. Feb. 4 |
| Midterm: Spring recess begins at 5:00 P.M. | Fri. Feb. 28 |
| Midterm reports due at NOON | Wed. Mar. 5 |
| Classes resume at 8:00 A.M. | Mon. Mar. 10 |
| Easter Recess begins after last class | Thurs. Mar. 27 |
| Classes resume at 8:00 A.M. | Tues. Apr. 1 |
| Last day to withdraw from a course | Tues. Apr. 22 |
| Last day of classes | Tues. Apr. 29 |
| Reading Day | Wed. Apr. 30 |
| Final Examinations | Thurs. May 1 — Fri. May 9 |
| Commencement | Sun. May 11 |

## *SUMMER SCHOOL — 1986*

| | |
|---|---|
| First session begins | Mon. May 19 |
| First session ends | Fri. June 6 |
| Second session begins | Mon. June 9 |
| Second session ends | Fri. June 27 |
| Third session begins | Mon. June 30 |
| Holiday | Fri. July 4 |
| Third session ends | Sat. July 19 |

## 1985

### AUGUST

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

### SEPTEMBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

### OCTOBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

### NOVEMBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

### DECEMBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

## 1986

### JANUARY

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 7 | 8 | 9 | 10 | 11 | |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

### FEBRUARY

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 4 | 5 | 6 | 7 | 8 | |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 4 | 25 | 26 | 27 | 28 | |

### MARCH

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

### APRIL

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

### MAY

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

### JUNE

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 18 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

### JULY

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

### AUGUST

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

### SEPTEMBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

### OCTOBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

### NOVEMBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

### DECEMBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

## 1987

### JANUARY

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

### FEBRUARY

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 18 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |

### MARCH

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 18 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

### APRIL

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

### MAY

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

## ENROLLMENT FOR 1984-85

| | |
|---|---|
| Fall 1984 Degree Candidates: | |
| Undergraduate (Bachelor of Arts, Bachelor of Science, and Bachelor of Music) | |
| Senior | 299 |
| Junior | 300 |
| Sophomore | 393 |
| Freshmen | 440 |
| Re-entry | 112 |
| **Total Undergraduate** | **1,544** |
| Graduate (Master of Business Administration, Master of Education, and Master of Music) | |
| Graduates | 96 |
| **Total Degree Candidates** | **1,640** |
| Other Students in credit courses | 121 |
| Students in non-credit courses | 885 |
| **Total Enrollment, Fall 1984** | **2,646** |
| Summer Enrollment, 1984 | 700 |
| Students in credit courses by state | |
| California | 1 |
| Delaware | 4 |
| Florida | 11 |
| Georgia | 11 |
| Maryland | 9 |
| Massachusetts | 2 |
| Michigan | 1 |
| Missouri | 1 |
| New Jersey | 2 |
| New York | 7 |
| North Carolina | 1,538 |
| Ohio | 1 |
| Pennsylvania | 3 |
| South Carolina | 17 |
| Tennessee | 8 |
| Texas | 1 |
| Virginia | 130 |
| Washington | 1 |
| International students | 13 |
| TOTAL | 1,761 |

## CORRESPONDENCE AND VISITS

The mailing address of Meredith College is 3800 Hillsborough Street, Raleigh, North Carolina 27607-5298, and the College telephone number is (919) 829-8600. Inquiries are welcomed. The College will answer questions by correspondence or by arranging visits through the Office of Admissions.

*Academic records*
  Office of the Registrar
*Admissions*
  Office of Admissions
*Adult student information*
  Office of Continuing Education
*Alumnae matters*
  Director of Alumnae Affairs
*Catalogue requests*
  Office of Admissions
*Community educational services*
  Office of Continuing Education
*Educational programs*
  Dean of the College
*Expenses*
  Vice President for Business and Finance
*Financial assistance*
  Office of Financial Assistance
*Graduate employment*
  Office of Career Services
*Housing matters*
  Dean of Students
*News items/publications*
  Office of College Relations
*Parents Association*
  Coordinator of Annual Giving
*Student Employment*
  Office of Financial Assistance
*Student interests*
  Dean of Students
*Student reports*
  Registrar
*Summer school*
  Registrar
*Transcripts*
  Registrar
*Vocational testing*
  Office of Career Services

Meredith College Board of Trustees, 1985

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EREDITH

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COLLEGE ADVISER
HAMMOND ACADEMY
854 GALWAY LN
COLUMBIA S C  29209

meredith

Meredith College □ Raleigh, North Carolina 27607-5298

# meredith

As Individual As You.

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meredith

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## CATALOGUE REQUESTS

Requests for catalogues should be sent to Office of Admissions, Meredith College, 3800 Hillsborough Street, Raleigh, North Carolina 27607-5298.

A correspondence list may be found on page 154.

## NONDISCRIMINATORY POLICY

Meredith College admits women students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. Furthermore, it does not discriminate in admission or access to its programs and activities on the basis of handicap as defined by Section 504 of the Rehabilitation Act of 1973. The vice president for business and finance at Meredith coordinates the College's nondiscriminatory policy on the basis of handicap.

## CATALOGUE NOTICE

Meredith College intends to adhere to the rules, regulations, policies, and related statements included, but reserves the right to modify, alter or vary all parts of this document with appropriate notice and efforts to communicate such changes.

## PRESIDENT'S MESSAGE

Meredith is one of 110 colleges for women in the United States. Twenty of the 110 are two-year schools; about half are affiliated with the Roman Catholic Church; and all but two are private. More than 125,000 students attend women's colleges, and about 1,600-1,700 of them choose Meredith, the largest private college for women in the Southeast.

*The Chronicle of Higher Education* cites some of the advantages offered by women's colleges:

"Students attending women's colleges are more likely to attain positions of leadership, to become involved in student government, to develop high aspirations, and to persist to graduation. . . ."

"Students become more academically involved, interact with faculty frequently, show large increases in self-esteem, and are more satisfied with practically all aspects of the college experience. . . ."

"Women's colleges account for the top ten institutions cited by *Everywoman's Guide to Colleges and Universities* as providing the 'healthiest environment' for female students."

"The percentage of students at women's colleges majoring in such fields as chemistry, economics, mathematics, and physics—subjects that have traditionally been dominated by men—is two to three times the national average for women. . . ."

"Women's colleges were pioneers in setting up a variety of programs to meet the special needs of women. . . ."

Meredith is proud to be a college for women, and by official action at a special meeting in June 1986, our trustees reaffirmed our commitment to the education of women. In that context, we look forward to a future that offers our students all the advantages of our heritage and all the strengths of our nature.

We will change because all of life is change. But in change, some of our ideals will remain constant—our tradition and practice of the Christian faith, the concern of teacher for student, the challenge to be the best of our kind, and the determination to provide our women students an education for living in their time.

John Edgar Weems, *President*

# Meredith: An Overview

The rich heritage enjoyed by the Meredith student of today began in 1835 when, at a session of the Baptist State Convention, the idea of a university for women was conceived. Thomas Meredith, founder and editor of the *Biblical Recorder*, was named to chair the first committee and was a member of subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." Baptist Female University was founded in 1891, the year in which it was chartered by the state legislature. By 1899 it had matured sufficiently to accept students. Ten years later it was given the name Meredith College in honor of that leader whose persistence helped make it a reality. Its campus, then located near the capitol of North Carolina, was moved to its present west Raleigh home in 1926. It has grown from a single building in downtown Raleigh to a 225-acre campus with a library, classroom buildings, seven residence halls, chapel, administration building, gymnasium, college center, auditorium, and other physical facilities that in design and function reflect the best of the founders' ideas.

Meredith's seven presidents have been James Carter Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939-1966; Earl Bruce Heilman, 1966-1971; Craven Allen Burris (Acting), September-December, 1971; and John Edgar Weems, January, 1972-present.

## ACCREDITATION

Meredith College is accredited by the Southern Association of Colleges and Schools, the National Association of Schools of Music, the Council on Social Work Education, and the North Carolina Department of Public Instruction. The College is a member of the American Association of Colleges, the American and North Carolina Associations of Colleges for Teacher Education, and the National Collegiate Athletic Association. Graduates of Meredith are eligible for membership in the American Association of University Women.

## PURPOSE

Meredith is a women's college of high quality in the liberal arts—a college in which the Christian perspective is the integrative principle in the educational program and whose purpose is to provide experiences through which students will develop a Christian attitude toward the whole of life. A planned curriculum and thorough instruction combine with community life to help students aspire to and make a contribution toward "culture made perfect through the religion of Jesus Christ." In an

atmosphere of freedom and commitment, students are encouraged to realize their potential as individuals, to acquire sound knowledge in the arts, sciences, and humanities, to exercise creative imagination, to develop skills in analytical thought and communication, and to achieve a sense of life direction. Thus, students are prepared for leadership and intelligent citizenship, for productive work in the vocations and professions, for graduate and professional study, for good use of leisure, and for homemaking.

## A COLLEGE FOR WOMEN

Meredith was founded on the premise that excellence in education is as important for women as for men. Throughout her history, the College has made important contributions to the education of women and has been graduating highly qualified women since the early part of this century. Meredith graduates have pursued careers with distinction and have provided outstanding leadership and service to their communities.

In an environment conducive to self-discovery and development, Meredith educates women to lead in and contribute to society. In addition to sound academic instruction and opportunities for personal growth, the College offers special programs and study opportunities relevant to the needs of today's women. It also provides education for viable career choices and alternative futures, recognizing and reinforcing the woman as a competent, skilled, and intellectual member of the community.

## STUDENT LIFE

For the most stimulating learning environment possible, Meredith seeks a diverse student body. The approximately 1,800 enrolled students come from North Carolina, numerous other states, and several foreign countries; from all races; from public and private schools; and from various denominations and faiths. The older students who return to college to continue their education help create a heterogeneous classroom atmosphere, thereby enhancing communication, debate, and idea exchange. Meredith's academic and social climate fosters close communication between students and with faculty in an atmosphere of respect and concern for learning and enrichment.

Meredith seeks to provide a total educational experience—one where creative, intellectual, and spiritual leadership, and physical talents and interests can be developed according to the student's own desires. Committed to fostering strong leadership, skills development, and self-awareness, Meredith offers her students a variety of activities. Opportunities for leadership cut across racial, ethnic, religious, social, cultural, and geographic

backgrounds. Whatever their special interests, Meredith students find an environment which affirms their individuality and helps fulfill their own particular needs.

While Meredith students enjoy the beauty of the 225-acre campus and the variety of experiences available on campus, they are also actively involved in the life of Raleigh, a city of more than 190,000 and the capital of North Carolina. Raleigh's location in the Research Triangle area and its proximity to other outstanding universities adds cultural and social advantages as well as academic privileges, including the opportunity to take courses at the five other colleges and universities in the city. Students participate in city and state government, work with numerous volunteer agencies, participate in credit or non-credit internships in business establishments and within state government (for example, the North Carolina Division of Archives and History, the Governor Morehead School, and Dorothea Dix Hospital), work in various churches, and serve as student teachers in the Wake County school system. Thus, Meredith women can be involved in the life of an exciting city and state capital, which is home to more than 20,000 college students.

## CONTINUING EDUCATION

Meredith is committed to encouraging in each student an appreciation of human growth and development as a lifelong process. Thus, the College serves not only young women, but those who are older—women who, as their lives unfold, seek to continue learning for both personal enrichment and career advancement.

Such women may explore new areas of interest and update skills by auditing courses throughout the regular curriculum or by participating in special classes, seminars, and workshops (see page 60). They may undertake coursework for academic credit leading to an undergraduate or graduate degree (see page 60). Or they may earn certification in a job-related field (see page 61).

The Office of Continuing Education helps adult women pursue these options at Meredith. In addition, it reaches out to the community as a whole with programs and services responsive to a wide variety of learning needs.

## GRADUATE PROGRAMS

Meredith offers three masters degree programs: Master of Business Administration (MBA); Master of Education (M.Ed.); Master of Music (M.M.) in performance and pedagogy and in music education. Full information is contained in a separate catalogue, available from the Graduate Studies Office.

## FACULTY

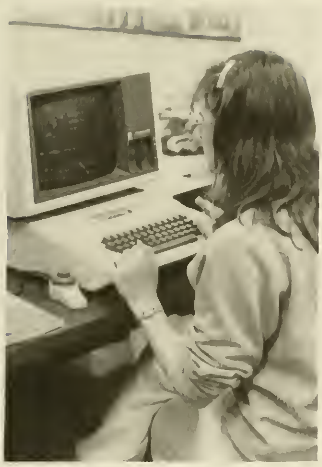
The faculty at Meredith constitutes the fulcrum around which the College functions as an institution of learning. Teaching is the primary task of the College, and faculty members are essentially teachers. They study, they encourage learning, they advise students, they engage in research, they publish and exhibit their work, they perform, they work on committees and help establish the academic policies of the College, and they work in the Raleigh community and its churches. The Christian tradition constitutes the essential perspective within which the faculty seeks to provide a liberating educational experience through which each student moves toward the realization of herself as fully human. More than 70 per cent of the faculty have earned the doctorate. Advanced degrees earned by the faculty represent approximately 45 graduate schools. A number of the faculty have received study grants such as Fulbright, Danforth, National Endowment for the Humanities, and the National Science Foundation.

## HONORS PROGRAM

The Honors Program at Meredith is designed to offer the exceptionally bright and interested student the opportunity to engage in an enriched program of study. Through this program the intellectually gifted student is challenged to expand her power of thinking—analytically, critically, and creatively; to increase her knowledge; to stretch her imagination; to improve her communications skills; to achieve a better sense of life direction, and to develop the many facets of her whole being. Details are on pages 55-57).

## CURRICULUM

Meredith offers a curriculum designed to assist the student—living and working as a free person within a community of learners—in acquiring a comprehensive understanding of herself and her world. Concern for the unity and diversity of the human experience is expressed through an intensive examination of the great body of knowledge available within the traditional academic disciplines and through active participation in the life of the local and wider communities. Each student engages in the study of a broad distribution of human culture as a requirement of a liberal education. Furthermore, she must make a concentrated study of a major field. Fifteen academic departments offer a variety of courses and more than 30 majors. Elective courses may provide for further concentration in a discipline, broader exposure in several disciplines, or for defining and meeting vocational goals. Meredith confers seven degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Science in Nursing, Bachelor of Music,



Master of Business Administration, Master of Education, and Master of Music.

## INDIVIDUALIZED STUDY

Meredith takes seriously the need for individualized educational experiences and provides several avenues for innovation. Special studies are available in all departments at the initiative of students or faculty and include individual studies, community internships, and special group courses in addition to those courses listed in the catalogue.

Off-campus study is available and encouraged for all students. Many departments provide opportunity for community internships. Through the Cooperative Education Program, a student may alternate a semester of full-time work with campus study. Under the auspices of Cooperating Raleigh Colleges, a student at Meredith may take courses and use facilities at any of the other five colleges in Raleigh without additional tuition. Meredith also has programs in cooperation with Drew University, American University, and Marymount College whereby a student may spend a semester in Washington, New York, or London.

Meredith also directly sponsors study abroad in several categories. The Meredith Abroad Program provides for summer study in Britain whereby a student may earn a full semester's credit at approximately the same cost as on campus. There are departmentally-sponsored overseas programs. In addition, a student may arrange through special studies an individualized program of study, or she may participate in programs sponsored by other institutions.

## CAREER DIRECTION

Career opportunities for women are greater now than they have ever been. Business, government, industry, and the professions hire women at all levels of employment, including top administrative and managerial positions. As a result of developing technology, there will constantly be, for both men and women, new jobs for which no descriptions now exist. Students with a liberal arts education will have many of the assets and qualities sought by employers. As thinking individuals with skills in analysis and communication, they will have acquired tools that make adaptation to specific jobs and to the changing job market possible.

In addition to offering 30 majors, all of which provide career direction in varying degrees, Meredith has designed some course sequences and internships for students with immediate career goals or interests in graduate or professional study. Or, using their electives, and with advice from their major department, students may custom design a cluster of courses which gives specific career direction to their required study in the arts, sciences, and humanities.

## *Pre-Professional Studies*

Sequences of courses are available and can be established through the guidance of qualified advisers. Pre-professional areas include medicine, dentistry, veterinary science, law, theology, library science, special education, social work, journalism, and others.

## *Teacher Education*

Teacher education constitutes a particularly significant portion of the academic program. All departments, individually and through the Teacher Education Committee, contribute to the planning of the program and, along with the Department of Education, accept responsibility for supervision of the student teaching experience. By combining professional requirements for a sound foundation in the arts, sciences, and humanities as well as a subject major, the College seeks to develop an effective teacher whose intellectual needs are met and whose abilities are developed both inside and outside the classroom. To insure that all strengths of the College contribute to the success of teacher education, a major field apart from teacher education is required. Meredith seeks to provide for the prospective teacher varied experiences which will result in the development of competencies for the pluralistic classroom, including the ability to provide for a healthy classroom climate, academic proficiency, professional growth, and community participation.

## *Social Work*

The major in social work is accredited by the Council on Social Work Education and is offered with a Bachelor of Arts degree. For details, interested students should consult the Department of Sociology and Social Work. (See pages 59 and 131-133.)

### *Medical Technology and Physician Assistant*

Meredith offers a degree program in medical technology in cooperation with the Duke Medical School and a degree program for the physical assistant in cooperation with Bowman-Gray School of Medicine. Details are available in the Department of Biology and Health Sciences, and on page 58 of this catalogue.

### *Nursing Transfer Curriculum*

Meredith's Bachelor of Science in Nursing Transfer Curriculum will enable currently licensed RNs to obtain the general education and science prerequisites needed for subsequent admission to BSN completion programs in other institutions. The curriculum is especially designed for women over 23 who hold an associate degree or diploma in nursing and who are seeking to prepare themselves for the professional level. For more information, see pages 58 and 82.

### *Professional Communications*

The Concentration in Professional Communications is a program offered through the Department of English for students interested in a variety of careers in communications, including journalism, broadcasting, public relations, and fund-raising. Though designed to emphasize the print media, this program can accommodate those students with interests in radio and television. More information is available through the Department of English and on page 59.

# Admission

As a college committed to the development of the individual, Meredith seeks to enroll students who will benefit from the total educational program of the College. Each application is carefully evaluated on the basis of academic preparation, scholastic ability, character, purpose, and motivation. Admission is granted to qualified applicants without regard to race, creed, national and ethnic origin, or handicap.

Meredith College admits students as candidates for the degree of Bachelor of Arts, Bachelor of Music, or Bachelor of Science, either as entering freshmen, as transfer students from other colleges, or as students seeking a second baccalaureate degree. Students are accepted for entrance to the fall and spring semesters, which begin in August and January. In addition to her on-campus students, Meredith welcomes commuting students who plan to reside with parents, spouses, or other close relatives. The College also welcomes adult women from the local area.

Recognizing the stimulating environment produced by a diverse student body, Meredith actively seeks to enroll students of varying backgrounds, interests, and talents. While a large percentage of enrolled students come from North Carolina and other Southern states, students from a wide geographic area, including foreign countries, are sought. Students from minority groups, from all economic levels, from public and private schools, and from various religious backgrounds are encouraged to make application. Any student attracted by the program at Meredith but hesitant to apply because of financial need is encouraged to read carefully the catalogue section on financial assistance.

## FRESHMAN ADMISSION

### *Requirements*

To be considered for admission, a student must file an application, obtainable from the Office of Admissions, and the $15 non-refundable application fee. She must also submit the required secondary-school records, test scores, and recommendations. A health report is required of every student accepted for admission. Any student for whom the $15 processing fee is a severe financial hardship should write to the Office of Admissions for information about obtaining an application fee waiver.

#### Secondary-School Record

The most important admissions credential is the student's high school record, including her choice of courses, academic performance, and class standing. The high school transcript, complete with a listing of senior-year courses, should be submitted by a school official at the time of application.

Meredith takes a flexible approach to course requirements for admission. The

College will consider any applicant whose course preparation and academic performance indicate her readiness for the academic program here. An applicant is expected to present at least 16 units of secondary-school credit earned in grades nine through 12. Her program should include four units in English and at least nine additional credits chosen from English, foreign language, history, social studies, mathematics, and natural sciences. To prepare for the academic program at Meredith, a prospective student should take a strong college-preparatory program throughout high school. Careful attention is given to the applicant's grade average on the academic subjects.

The applicant's rank in class is a significant indicator of the quality of her high school work. Ordinarily a student is expected to rank in the upper half of her graduating class. Although in a typical freshman class over 65 per cent of enrolling students rank in the top quarter of their classes, Meredith seeks to serve any student who wishes to enroll and who shows promise of academic success here.

Admissions decisions are normally made during the applicant's senior year with acceptance being contingent upon continuing satisfactory academic performance and completion of the student's course of study.

**Scholastic Aptitude Test**

When reviewed in relation to the high school record and other information, Scholastic Aptitude Test (SAT) scores provide a valuable tool for assessing an applicant's potential for success in the academic program of the College. The range of test scores for enrolled students is wide because of the importance attached to strong performance in an academic curriculum in high school.

Each freshman applicant is expected to take the SAT of the College Entrance Examination Board and to have an official report of her scores sent to Meredith College. For admissions purposes at Meredith, this test should normally be taken no earlier than January of the junior year and usually no later than December of the senior year. Information and test registration forms may be obtained from the secondary school or from the College Board ATP, Box 592, Princeton, New Jersey 08541. While SAT scores are preferred, the College will accept scores on the ACT test battery of the American College Testing Program in lieu of SAT scores.

In the case of a student for whom English is a second language, scores on the Test of English As a Foreign Language or some other measure of competency may be requested in addition to or in lieu of SAT scores. (Foreign students, especially those who will be traveling on a student visa, should see page 21 for testing expectations.)

### Recommendations

References often provide insight into such qualities as initiative, inquisitiveness, motivation, purpose, maturity, creativity, and special talent. An applicant is asked to provide names of a school official, a teacher who has taught her in the eleventh or twelfth grade, and a third person of her choice who is well-acquainted with the student's personal and academic qualities. In some cases the admissions staff will ask for additional teacher references in specified subject areas in order to have further information about an applicant's scholastic abilities. The Office of Admissions sends forms for the references to use in providing recommendations to support the application.

### Health Record

For the benefit of the individual and the college community, a complete health report is required of each student prior to her entrance. The medical form accompanies the offer of admission; confirmation of a student's acceptance is dependent upon the receipt of the completed health report.

A handicapped student should be aware that admission will not be denied on the basis of that handicap. (This practice is in accordance with Section 504 of the Federal Rehabilitation Act of 1973, as amended and the regulations issued pursuant thereunto.) After the offer of acceptance, each applicant is given the opportunity to inform the College, if she wishes, of any handicap in order that any special accommodations that might be necessary can be arranged by the College.

### Interview

Although an admissions conference is generally not required, many prospective students find talking with a member of the admissions staff a helpful way to obtain information about the academic programs, campus environment, and student activities at Meredith. A conference can also provide the admissions staff with additional information about an applicant's interests, goals, and academic background. Conferences and campus tours may be arranged on weekdays or Saturday mornings by writing or telephoning the Office of Admissions. (See page 154.)

In some cases the admissions staff, as a means of better determining her readiness for the curriculum at Meredith or for advisory purposes, may request a conference with an applicant.

A prospective music major will need to schedule an audition and interview with the music faculty prior to her enrollment at Meredith. Many applicants find it helpful to arrange these sessions during the application period so that the evaluation made by the music faculty can become an additional part of her admissions records. Any student

planning to apply for a competitive music scholarship should definitely plan to audition prior to March 1 of her senior year. (See page 35.)

**Credentials for Adult Students**

A woman 23 years of age or older, who wishes to enter a degree program, may qualify for admission either by fulfilling freshman admissions requirements or by successfully completing a pre-arranged program as a re-entry student. If she chooses to meet freshman admissions requirements, she may in some instances be advised by the Office of Admissions to substitute other standardized test scores for the SAT. If she wishes to take advantage of the opportunity to enter initially as a re-entry student, her academic performance at Meredith, while in that category, becomes the primary criterion for gaining admission to the degree program. (See pages 24 and 60.)

## *Early Decision Plan*

A student who definitely desires to attend Meredith College may wish to apply under the Early Decision Plan. Such a student must file her application *by October 15* of her senior year along with a statement indicating that she is applying only to Meredith and requesting an early decision. She should take the SAT prior to her senior year.

The College takes action on early decision applications by November 15 and notifies each candidate immediately of the decision. Accepted students are required to make by December 15 a $100 advance deposit, a non-refundable payment that applies toward freshman year expenses. For information about applying for an early decision on financial aid, see page 32.

Early acceptance is not realistic for every applicant under this plan of admission. A student may be notified that action on her application has been deferred pending the receipt of more information, such as first-term grades or senior-year SAT scores. Such a student is guaranteed unbiased consideration under the regular admission program and is freed from her commitment to apply only to Meredith. The Early Decision applicant whose credentials show that she is clearly unqualified for admission is notified that her request for admission has been declined.

## *Regular Admission Plan*

A prospective freshman is encouraged to submit her application and supporting credentials in the fall of her senior year. Beginning in mid-December, the College takes action on applications as quickly as possible after all necessary credentials are received and notifies students promptly of its decisions.

Applications are received for consideration as long as space in the entering class allows. Although in most years the College is able to consider some students who apply after this date, February 15 is the recommended deadline for filing application as an on-campus student. Applications from commuting students can usually be accommodated into the summer months.

Meredith College subscribes to the Candidates' Reply Date. An accepted student is expected to make a $100 advance deposit by May 1. This non-refundable deposit will apply toward her expenses in the freshman year.

An application should be filed no later than December 1 if a student is seeking admission to the spring semester. A student accepted for the spring term is expected to make a $100 advance deposit by December 1 or 10 days after the date of acceptance, whichever date is later. This non-refundable deposit will apply toward her expenses in the spring semester.

## *Advanced Placement and Credit*

The student who has completed the equivalent of college-level study through high school courses, independent study, or any other means may wish to seek advanced placement and credit at Meredith College. Competency in a subject area can be established through satisfactory performance on one of the following tests: an Advanced Placement Examination of the College Entrance Examination Board (CEEB); a special departmental examination; a CEEB Achievement Test in French, German, Latin, or Spanish; and/or a subject examination in Introductory Calculus and Introductory Sociology of the College-Level Examination Program. Further information about these opportunities may be obtained by writing the Office of Admissions.

## *Credit for Extra-Institutional Instruction*

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions, may wish to seek advanced placement and credit at Meredith College. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department head to decide upon any credit given. In some cases, departmental examinations will be used for determining credit. Fifteen hours of credit is the maximum amount that may be awarded for extra-institutional instruction. Further information may be obtained by writing to the Office of Continuing Education.

## TRANSFER ADMISSION

Each year Meredith admits a number of qualified applicants who transfer from other colleges or universities. Meredith also considers applications from students who wish to transfer from technical, business, Bible or nursing schools. There are particular procedures and requirements for applicants from these institutions. (See page 19.)

Students are admitted at all class levels, but at least one year must be completed at Meredith College as a requirement for graduation. (See page 68, Residence Credit Requirements.) Students who wish to seek a second baccalaureate degree follow the admission procedures for transfer students. See page 54 for information regarding credit requirements for a second degree program.

### *Requirements*

To be admitted for advanced standing at Meredith, the student is expected to have at least an overall C average on work attempted at other institutions, to be eligible to return to the last institution regularly attended, and to be recommended by college officials. All applicants should be aware that in computing the overall grade average, all college-level work attempted, except orientation and physical education activity courses, is considered.

An applicant having less than 30 semester hours of college credit at the time of application must also meet freshman admissions requirements, including submitting scores on the Scholastic Aptitude Test. In some instances, a student having 30 or more semester hours of credit may be asked to present satisfactory scores on standardized tests of academic achievement.

Although an admissions conference is generally not required, in some instances the admissions staff, as a means of better determining her readiness for the curriculum at Meredith or for advisory purposes, may request a conference with an applicant.

When admission is granted before the end of a term in which the applicant is enrolled, her admission is contingent upon satisfactory completion of her course of study. Admission is always contingent upon receipt of a complete medical report. Information about the health record is found on page 15.

### *Credentials for Adult Students*

A woman 23 years of age or older, who wishes to enter or resume a degree program begun earlier, may qualify for admission either by fulfilling admissions requirements for advanced standing or by successfully completing a pre-arranged academic program as a re-entry student. If she wishes to enroll as a re-entry student before completing the admissions process, her

academic performance at Meredith while a re-entry student becomes the primary criterion for gaining admission to the degree program (See pages 24 and 60.)

### *Procedure*

To be considered for fall transfer admission, a student should file a transfer application, obtainable from the Office of Admission, and the non-refundable $15 processing fee, by the recommended deadline of February 15. The College will consider students who apply as on-campus residents after February 15 if residence space is available. Applications from commuting students can usually be considered into the summer months. A student seeking entrance to the spring semester should file her transfer application and fee by December 1.

Applicants for fall or spring are responsible for having an official transcript sent to Meredith from each college or university attended (including summer school) and, if enrolled at the time of application, a list of courses in progress. The student must provide the names and addresses of her previous dean of students (or similar official), a college professor, and a third person of her choice. The admissions staff sends the student a reference form to forward to the dean of students, and sends forms for the other references to use in providing recommendations.

Fall transfer application evaluation begins in late February if all required credentials, including first-semester grades (if currently enrolled), are received. Decisions go out as quickly as possible after the evaluation process begins. An accepted student for fall must pay a $100 non-refundable advance deposit by May 1. Spring transfer evaluation begins by late October if all required credentials are on file. Decisions continue on a rolling system of admission after the evaluation process begins. If accepted for the spring term, a student must pay a $100 advance deposit by December 1 or 10 days after the date of acceptance, whichever date is later.

### *Procedures and Requirements for Students from Technical, Business, Bible, and Nursing Schools*

Because the academic backgrounds of students from technical, business, Bible, and nursing schools are so varied, the credentials used in the evaluation of an application are established on an individual basis. To be considered for admission, a student from a technical, business, Bible, or nursing school should follow the procedure described on pages 18-19. In addition, she should have her secondary school send the Office of Admissions a transcript of her high school record and her scores on all standardized tests of scholastic aptitude and achievement taken. She should also request the technical, business, Bible, or nursing school to send a report of her scores on any standardized tests taken while enrolled at that institution.

To be admitted to Meredith, the student from a technical, business, Bible, or nursing school is expected to have at least a cumulative C average on all courses attempted and on all courses for which credit will be granted. See page 69 for a description of the evaluation of credits from technical, business, Bible, and nursing schools. Furthermore, she is expected to be eligible to return to the last institution regularly attended and to be recommended by college officials. The student having less than 30 hours of acceptable credit must also meet freshman admissions requirements. In some instances, a student having 30 or more semester hours of acceptable credit may be asked to meet freshman admissions requirements or to present satisfactory scores on specified standardized tests of achievement.

## *Evaluation of Credit*

When a student is approved for admission with advanced standing, the registrar will prepare for her a credit evaluation.

See pages 68, 69, and 70 for information about credit regulations. Special attention is called to the maximum credit accepted from a two-year college (66 semester hours) and from a nursing school (35 semester hours). Attention is also called to the statement about the minimum number of semester hours, including courses in her major fields, that a student must take at Meredith.

## INTERNATIONAL STUDENTS

Meredith welcomes the international student whose previous course of study and English proficiency have prepared her for the academic program. In filing an application for admission, a foreign student must submit an original transcript from each secondary school, college, or university attended; an official copy of each diploma or educational certificate received; and an official score report of any national examinations. Except in cases where English is her native language or principal language of instruction, the foreign student must submit scores on the Test of English As a Foreign Language, which is administered by the College Entrance Examination Board in her local country. A student well-schooled in English should substitute the Scholastic Aptitude Test.

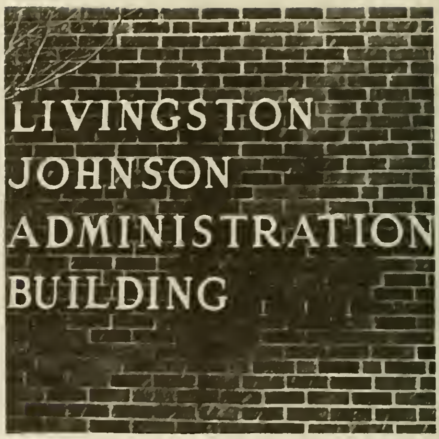
An international student judged academically admissible will be required to give proof of financial responsibility for her education and to submit a complete health form. These conditions of admission must be met before her admission will be confirmed and before an I-20 form for obtaining a student visa will be issued. For her own benefit, the student should be certain that she has adequate health and accident insurance before traveling to the United States.

When planning for study at Meredith, an applicant should be aware that financial aid resources for foreign students are limited. Each year there are a few scholarships ranging up to $1,000, depending upon need, and sometimes a campus job is possible. A student and her family, however, should expect to be primarily responsible for the international student's expenses.

This school is authorized under Federal law to enroll non-immigrant alien students. Further information and application materials are available from the Office of Admissions.

## RE-ADMISSION OF FORMER STUDENTS

A student who was previously enrolled at Meredith but who did not complete the semester immediately preceding the term she wishes to enter must apply for re-admission. A special application, obtainable from the Office of Admissions, and a $5 non-refundable fee are required. The student is responsible for having sent to the Office of Admissions an official transcript and a statement of honorable dismissal from each college or university attended since last enrolled at Meredith. Other credentials



necessary to support an application for re-admission are obtained by the Office of Admissions and include recommendations from references listed on the application as well as the student's previous academic and personal records at Meredith. If adequate health information is not on file at the College, the student accepted for admission will be required to submit the necessary medical records.

If a student applying for re-admission was not eligible to return at the time she left Meredith, she should provide some evidence of current readiness to resume her academic program. The evidence may be in the form of a transcript of work completed at another institution, a personal statement, and/or statements from references. Once her application for re-admission is complete, the admissions office refers it to the academic dean, who appoints an academic review committee to determine if the application gives promise of the student's being academically successful on return to Meredith. The membership of this committee is normally the same as that of the academic retention committee which considered her academic situation at the time she was suspended. (See page 75 for a description of the academic retention committee.) The admissions office notifies the student of the decision the academic review committee makes in regard to her request for re-admission.

A student who is approved for re-admission to the College after an absence of more than a year will comply with the requirements either of the catalogue under which she is re-admitted or those of a subsequent bulletin. In evaluating credit earned more than 10 years prior to re-enrolling at Meredith, the registrar will consult with the appropriate departmental head.

A former Meredith student who is 23 years of age or older may wish to follow the procedure for adult students described on page 24 before applying for re-admission.

## PART-TIME STUDENTS

A part-time student is one qualifying for a degree who enrolls for not more than 11 credit hours a semester. Such a student must meet the entrance requirements and admission procedures outlined above.

## SPECIAL ADMISSION PROGRAMS

### *Special Students*

Special students in the following categories may enroll at Meredith in credit courses without conforming to the usual admissions process:

1. A student who has authorization for credit at Meredith from another college may register for courses with credit. The statement of authorization should be sent to the registrar. The student registers in the Office of the Registrar on the opening day of the term.
2. A certified public school teacher who enters for credit to be applied toward the renewal of certification requirements may register for courses with credit. Evidence of certification should be submitted in advance to the registrar. The student registers in the Office of the Registrar on the opening day of the term.

3. A college graduate wishing to pursue a teacher certification program files an application and an official transcript with the Department of Education. On admission to the program the student receives from this department guidance concerning course selection and registration procedures. The student must take at least 30 semester hours at Meredith in order to complete the certification program. (See II. B. on page 92.)
4. A student who is 23 years of age or older and is interested in completing a Meredith College degree may enroll as a re-entry degree candidate without fulfilling regular Meredith admission requirements. This student enters through the Office of Continuing Education where a program of a maximum of 15 semester hours credit is planned for her. This prearranged program serves as an admission criterion for subsequent application for regular admission. The credits earned as a re-entry degree student will be applied toward the student's degree if she is admitted as a degree candidate.
5. A student who is 23 years of age or older and not interested in completing a Meredith College degree may register for courses for credit as a special student. This student registers in the Office of the Registrar on the opening day of the term.
6. A student applying for admission to the Bachelor of Science in Nursing Transfer Curriculum enrolls as a re-entry student through the Office of Continuing Education (see 4). She must be a registered nurse holding an associate degree or a diploma in nursing. Evidence of current North Carolina licensure is required.

## *Senior Scholars Program*

High School senior girls in the local area who are ready to undertake college-level study may enroll as special students in courses at Meredith. A student approved for participation in the Senior Scholars Program may attend classes for college credit in the summer prior to her senior year or in either or both semesters of her senior year. Information about admissions requirements and enrollment procedures and Senior Scholar application forms are available from the Office of Admissions.

## CONDITION OF ADMISSION

Every person admitted to the College as a student agrees to the following condition of admission: That Meredith College reserves the right to suspend or to exclude at any time any student whose academic standing or conduct is regarded by Meredith College as undesirable or unacceptable.

## ORIENTATION-REGISTRATION

An orientation program is provided prior to the start of classes for students entering in August. (See page 41 for a description of the program and page 152 for the date new students are expected to arrive.) All freshmen and transfer students are expected to take part in the orientation program. Information about this program and the opening of residence halls is sent in late July to all new students by the Office of Dean of Students.

For students entering in January, the dean of students coordinates an abbreviated orientation program. Information concerning orientation and the opening of the residence halls is sent to the student after she is accepted for admission.

## SUMMER SESSION

During the summer, the College operates three three-week terms.(See page 153 for dates.) Students accepted for admission to the fall term as well as those previously enrolled at Meredith may attend. Students of other colleges and universities are also welcome provided they have the permission of their home institutions to take particular courses. By attending summer sessions a student can complete her degree program in less than the usual four-year period.

Full information about the summer session may be obtained by writing to the registrar. See page 24 for information about the Senior Scholars Program for rising high school senior women in the local area.

# Finances

In these days of rising costs, Meredith College attempts to keep expenses at a minimum for the students. The fees detailed on the following pages by no means cover the needs of the College; financial support from many sources enables Meredith to offer its program at reasonable rates.

Because the costs of labor, materials, and food are uncertain, the College reserves the right to change its fees for room and board at the beginning of each semester if conditions make the adjustment necessary. Students will, of course, be given advance notice of any change to be made. Financial aid is available to students whose needs qualify them for assistance.

The charges to resident students for room and board cover rent for a shared room in a residence hall (see page 150 for a description of the residence halls), the cost of three full meals a day for seven days a week in the dining hall, and routine services from the infirmary. On-campus residence itself entitles the student to meals in the dining hall so there are no meal tickets.

Each dormitory room is equipped with a telephone. There will be monthly charges for equipment rental and long distance service. There is no installation fee.

## TUITION AND FEES

Full-time students include all resident students and others taking 12 or more credit hours. Part-time students are non-resident students taking fewer than 12 hours. Special students are non-resident students taking credit courses but not pursuing a degree; their tuition charges are determined by their course loads.

### *Full-Time Students*

(12-18 credit hours and all resident students)

| | *Semester* | *Year* |
|---|---|---|
| Resident Students | | |
| Tuition | $ 2,100 | $ 4,200 |
| Room, board, and infirmary | 925 | 1,850 |
| | $ 3,025 | $ 6,050 |
| Commuting Students | | |
| Tuition | $ 2,100 | $ 4,200 |

### *Part-Time Students*

(1-11 credit hours)

| | |
|---|---|
| Tuition (for credit or audit) | $140 per credit hour |

### *Additional Course Fees*

| | |
|---|---|
| Credit in excess of 18 hours | $140 per credit hour |

**Applied Music**

Full-time students

| | |
|---|---|
| 1 half-hour lesson weekly | $ 60 |
| 2 half-hour lessons weekly | $ 120 |
| Class lessons in piano | $ 55 |
| Class lessons in guitar | $ 55 |

| | |
|---|---|
| Part-time students (for credit) | |
| Tuition of $140 per credit hour plus the following fees: | |
| 1 half-hour lesson weekly | $ 60 |
| 2 half-hour lessons weekly | $ 120 |
| Class lessons in piano | $ 55 |
| Class lessons in guitar | $ 55 |
| Part-time students (no credit) | |
| 1 half-hour lesson weekly | $ 185 |
| 2 half-hour lessons weekly | $ 370 |
| Theory-musicianship classes | |
| Students taking private applied lessons at Meredith | no charge |
| Students not taking private applied lessons at Meredith | $ 30 |
| Class lessons in piano 1 hour per week | $ 105 |
| Class lessons in guitar 1 hour per week | $ 105 |
| Suzuki violin classes - 1 half-hour lesson weekly (group) | $ 120 |
| Pace piano classes - two 45 minute classes per week | $ 240 |

### Art

Studio fees vary from $15 to $45 per course to cover expendable materials.

### Education

| | |
|---|---|
| EDU 439 – Student Teaching | $ 65 |

### Equitation

| | |
|---|---|
| Full-time students | |
| 2 lessons weekly | $ 150 |
| Part-time students | |
| 1 lesson weekly | $ 150 |
| 2 lessons weekly | $ 250 |

### Home Economics

| | |
|---|---|
| HEC 455 – Home Management | |
| Non-Residents | $ 60 |
| Married Students | $ 15 |

### Photography

| | |
|---|---|
| All black and white courses | $ 45 |

### Physical Education

Golf, bowling, racquetball, and snow skiing fees are set at the beginning of each semester.

### Auditing Courses

| | |
|---|---|
| Full-time students | no charge |
| Part-time students | $140 per credit hour |

*Students from the Cooperating Raleigh Colleges pay the same additional course fees as full-time Meredith students.*

*Books, art supplies, gym clothes, and other instructional expenses are not included in the above charges.*

## *Resident Damage Deposit*

A Resident Damage Deposit of $50 shall be paid by each resident student upon enrollment at Meredith College. The $50 deposit, minus any charges, will be returned to the student upon graduation or withdrawal from the college.

If at any time the charges against the deposit exceed $30, the student will be assessed whatever amount necessary to return the deposit to the original $50.

Deposit funds are held in an escrow account and earned interest is credited to the Meredith College Parents' Association.

## *Special Fees*

| | |
|---|---|
| Application fee for new students | $ 15 |
| Application fee for students seeking re-admission | $ 20 |
| Record evaluation | $ 5 |
| Graduation fee (partially covers direct cost of graduation) | $ 20 |
| Transcripts | $2.00 each |
| Breakage fee<br>Students will be billed for unjustifiable damage to college property. | |
| Health services<br>Resident students are not charged for the ordinary services of the college physician and nurses and/or for the use of the infirmary. Students will be billed for additional service in case of serious or prolonged illness, for all special medical prescriptions, x-rays, and fluoroscope. Only emergency service is supplied for non-resident students. | |
| Boarding a horse | $125 per month |

# TERMS OF PAYMENT

## *Payment Schedule*

| | |
|---|---|
| Application fee | $15 |
| Advance payment for all entering students | $100 |

Students who are accepted on the Early Decision Plan must make payment on or before December 15. Other new students are required to make this advance payment on or before May 1. For the student accepted after April 21, the deposit must be made within 10 days after acceptance. This payment is not refundable and does not include the non-refundable $15 fee which must accompany the application of each new student.

*New students for the spring semester are required to make this deposit on or before December 1. The student accepted for January enrollment after November 21 must make the deposit within 10 days after acceptance. This non-refundable deposit will apply toward fees for the spring semester.*

| | |
|---|---|
| Advance payment for returning students | $100 |

All returning resident students must make this deposit before February 15. The fee will be credited to the returning student's account. For resident students who withdraw after the payment of the deposit, $85 will be refunded if the request is received by May 1.

| | *Resident* | *Commuting* |
|---|---|---|
| Advance Payment | $ 100 | $ |
| At the beginning of the first semester | 1,650 | 1,225 |
| In the middle of the first semester* | 1,275 | 875 |
| At the beginning of the second semester | 1,750 | 1,225 |
| In the middle of the second semester* | 1,275 | 875 |
| | $ 6,050 | $ 4,200 |

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**Charges for additional fees are added to the mid-semester payments.*

## *Tuition Remission for North Carolina Residents*

North Carolina Legislative Tuition Grants are available to legal residents of North Carolina who are full-time students at private colleges and universities in North Carolina. The exact amount of the annual grant can be determined only after the North Carolina General Assembly makes its biennial appropriation and after the total statewide enrollment of eligible students is known. The grant for 1985-86 was $950.

In order to receive a North Carolina Legislative Tuition Grant, the student must complete an annual application form provided at registration or available in the Office of the Registrar. She must be determined an eligible recipient according to the state guidelines and must be certified by the registrar. The grant will be credited to her mid-semester bill for each semester in which she qualifies.

## *Deferred Payment Plan*

For students and parents desiring to pay educational expenses in monthly installments, a low cost deferred payment program is available through Academic Management Services, Inc. 1110 Central Ave., Pawtucket, Rhode Island 02861

## *Refund Policy*

If a student withdraws or is dismissed from Meredith before the end of a semester, she is responsible for the following percentage of the full semester tuition:

| | |
|---|---|
| Up to and including the 5th day of classes | 0% |
| 6th through 10th day of classes | 20% |
| 11th through 20th day of classes | 40% |
| After 20th day of classes | 100% |

Refunds due will be mailed from the accounting office to the student upon receipt of an official withdrawal notification from the Registrar.

The same refund policy will apply for reduction of credit hours above the 18 hour level and for part-time students who drop courses.

Board will be refunded on the basis of the weekly charge for the number of weeks remaining in the semester following the week of withdrawal.

No refund will be made for room charges.

If a student is receiving financial assistance, the accounting office first determines the total amount of refund that is in order according to the formula stated above and then prorates the amounts to be repaid to the various aid funds and, if applicable, to her or her parents. Refunds will be made to the following funds and sources in the sequence listed: (1) NDSL, (2) SEOG, (3) GSL, (4) Pell, (5) NCSIG, (6) NCLTG, (7) Meredith, (8) NC Contractual and (9) Student/Family. Meredith follows Federal and State regulations in determining the percentage and amount refunded to each

of the funds. Because earnings from a campus job are paid directly to the student during the academic year, this form of aid is not subject to the refund policy.

## *Contractual Agreement*

The preceding statements as to charges and terms of payments are the equivalent of a contract between the College and its students. Neither the president nor the vice president for business and finance modifies these regulations without specific authorization from the Meredith Board of Trustees. A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been made with the business office. Under no circumstances will a student's transcript or diploma be released until her account is paid in full.

# FINANCIAL ASSISTANCE

Meredith offers a student assistance program which seeks to help meet the financial need of each student. All degree candidates—including freshman and transfer applicants, on-campus and commuting students—are eligible to apply for financial assistance. While the student's family is expected to assume responsibility for her education by meeting expenses as completely as possible, it is the aim of Meredith that no student will be denied the opportunity to attend because of financial circumstances.

The assistance program is administered on a need basis without regard to race, creed, national and ethnic origin, or handicap. A foreign applicant should consult page 21 for assistance available to students from other countries.

## *Principles and Procedures*

### The Need Concept

While acknowledging that students should be recognized for outstanding achievement, Meredith, in general, awards financial assistance to a student on the basis of her analyzed financial need. Need is the difference between what a family can contribute and what the College estimates as a reasonable overall cost for attending Meredith for one year. As the basis for determining need, each year an aid applicant must file a Meredith financial assistance application and a Financial Aid Form (FAF) to the College Scholarship Service (CSS).

For the on-campus student, the cost of attending includes tuition, room and board, and an estimated $1100 for books and supplies and miscellaneous personal expenses, including transportation. The educational cost used by the financial aid office in its calculation of need for an on-campus student for 1986-87 is $7,200. For the dependent commuting student living with her parents, the cost of attending includes tuition and an estimated $1,150 for food, books and supplies, and miscellaneous personal expenses, including local transportation. The total educational cost used by the financial aid office in its calculation of need for a full-time, dependent commuting student for 1985-86 is $5,530. The educational cost for a part-time student or an independent student is determined on an individual basis. Further information about student costs may be obtained by conferring with the financial aid officer.

### Application procedures

An entering student who wishes to apply for any kind of financial assistance should proceed as follows *before February 15:*

1. Return a Meredith financial assistance application to the financial assistance office. Although admission must be approved before the application for financial assistance can be reviewed, she does not have to be accepted before applying for financial assistance.
2. Have her parents submit a Financial Aid Form (FAF) to the College Scholarship Service (CCS), designating Meredith (code number 5410) as an institution to receive a copy. The FAF may be obtained from her high school counselor or her college financial assistance office.

The student who is applying for admission under the Early Decison Plan and who wishes an early decision on financial assistance should proceed as above *before October 15* of her senior year. If all required forms are received on time, she will be informed about her assistance by December 1. Should she later be named a recipient of one of the competitive scholarships, her award may be adjusted.

An application for financial assistance must be filed each year. Therefore, an enrolled student who wishes to apply for financial assistance should proceed as follows *before February 15:*

1. Obtain from the financial assistance office a Meredith financial assistance application and a FAF. Have her parents complete the FAF and assist her in completing the financial assistance application.
2. Return *both* forms to the Office of Scholarships and Financial Assistance, along with a *check* made payable to the College Scholarship Service to cover its processing fee. The FAF and accompanying check will be forwarded by the College to CSS for processing.

Entering and returning students should note the priority dates. Applications filed after those dates will be considered as funds allow. Transfer students, in addition to applying for financial assistance, must have a Financial Aid Transcript (FAT) completed

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by the financial assistance office at all undergraduate schools previously attended even if they have not previously received financial assistance. FAT(s) are available in the Meredith financial assistance office. It is the responsibility of the student to see that the form(s) is/are completed.

### The Award

The financial assistance office evaluates each individual's particular situation and awards the most appropriate package of assistance. Scholarships, loans, grants, and student employment are used, usually in combination, to help the eligible student meet the cost of attending Meredith.

### Notification of Awards

All entering students applying for financial assistance, including applicants for competitive scholarships, will be informed of the College's decision by April 1. Students accepted for admission under the Early Decision Plan will be informed of assistance awards by December 1. Returning students can expect notification concerning awards by mid-April.

### Payment of Award

Scholarships awarded by Meredith are credited automatically to the student's college account. For federal grants and loans, vouchers are issued to the student and held in the accounting office for the student's endorsement and crediting toward her account.

The accounting office issues monthly checks during the school year to students having campus jobs.

### Renewal of Assistance

Once committed to a student in a program of financial assistance, Meredith continues to help her if her need persists and she is making satisfactory progress as specified in a statement available in the Office of Scholarships and Financial Assistance. The award may vary from year to year in both type and amount, depending upon funds available and the applicant's need.

### Students' Rights and Responsibilities

A student receiving financial assistance has certain rights and responsibilities. For any necessary revision in her current assistance award, a student may request an explanation of the revised award and reconsideration in light of any additional information she can provide. A student has the right to make a similar request in regard to any adjustment in the amount of her award for a subsequent year.

In regard to the responsibilities of a student receiving financial assistance, a full-time student is responsible for advising the financial assistance office if her course load drops below 12 semester hours for any

semester covered by the award. A part-time student has the same responsibility if her course load for any semester covered by the award drops below the number of hours specified on her assistance application. Other responsibilities of an assistance recipient include completing all forms and special applications requested by the financial assistance office; reporting to the accounting office on request to endorse vouchers and/or checks and, if applicable, to sign a loan promissory note and to have a loan exit interview before withdrawal or graduation; and fulfilling the obligations described in her job contract if earnings from a campus job are part of her assistance award.

Another area of student responsibility relates to previous enrollment at Meredith . In order to be eligible for most federal assistance programs, a student must not owe a refund on a previously awarded grant or be in default on payments for loans in repayment status. A Financial Aid Transcript from previous colleges attended is necessary before the financial assistance process can be completed.

## *Types of Assistance*

### Competitive Scholarships

#### *Julia Hamlet Harris Scholarships*

These scholarships are named for Dr. Julia Hamlet Harris, who bequeathed the College her estate with the request that it be used for scholarships for promising and deserving students. Each year 12 scholarships are awarded to outstanding freshman applicants having superior academic credentials. Recipients of these awards are designated as Harris Scholars. Scholarship stipends in this competitive program range from $500 to $1,500 per year, depending on the financial need of the recipient.

An applicant for admission who wishes to be considered for a Harris scholarship should file the special Julia Hamlet Harris Scholarship Application in the Office of Admissions by February 15. If she is applying for more than the minimum stipend, by February 15 her parents must also submit a Meredith financial assistance application to the Office of Scholarships and Financial Assistance and a Financial Aid Form to the College Scholarship Service.

Finalists in this competition will be invited to the campus on a Friday or Saturday in March for interviews with the faculty selection committee. The selection of the Harris Scholars is made on the basis of scholastic achievement, intellectual promise, and leadership ability.

A Harris Scholarship is renewed annually subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all courses taken at Meredith.

The continuing Harris Scholar with financial need must file the required forms in the financial assistance office.

*A.J. Fletcher Scholarship*
*Robert H. Lewis Scholarship*
*Music Talent Scholarship*

Each year three A.J. Fletcher Scholarship, one Robert H. Lewis Scholarship and three Music Talent Scholarships are awarded to freshman applicants with superior talent who plan to major in music. Students in any field of music are eligible for consideration. The A.J. Fletcher Scholarships are for $1,250 per year. The Robert H. Lewis Scholarship is for $1,000 per year. The Music Scholarship varies from $500 to $1,500 per year according to the recipient's financial need.

To be considered for a Music Talent Scholarship, a prospective freshman must file the special Music Talent Scholarship Application in the Office of Admissions by February 15. If she is applying for more than the minimum stipend, by February 15 her parents must also submit a Meredith financial assistance application to the Office of Scholarships and Financial Assistance and a Financial Aid Form to the College Scholarship Service.

Though financial need determines the amount of the scholarship stipend, the selection is based completely on musical ability, previous performance, and potential achievement in the field of music. On the basis of auditions in the fall or winter, finalists are chosen in late February by the Department of Music and the Performing Arts; the finalists are invited to the campus on a Saturday in March for another audition and interviews with the music faculty.

An A.J. Fletcher Scholarship, a Robert H. Lewis Scholarship, or a Music Talent Scholarship is renewed annually subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all music courses taken at Meredith. The continuing music scholar with financial need must file the required forms in the financial assistance office.

*General Scholarships*

Meredith provides a number of general scholarships for entering and continuing students with financial need.

### North Carolina Contractual Scholarships

North Carolina Contractual Scholarships are available to eligible students through funds appropriated by the North Carolina General Assembly for students attending private colleges and universities in the State. For a student to be eligible for such an award, she must be a legal resident of North Carolina and have financial need. Because the awards are based on need, the scholarship stipends vary.

### Acteens Studiact Scholarships

This scholarship program is available to Norh Carolina students who have advanced in the achievement plan of the Acteen missionary organization of Southern Baptist Churches. The scholarship is for $200 to $400 per year depending upon the Acteens achievement level the student has obtained.

| Studiact Level of Achievement | Per Year Value | Four-Year Total Value |
|---|---|---|
| Queen or Service Aide* | $200 | $ 800 |
| Queen with a Scepter | $250 | $1,000 |
| Queen Regent | $300 | $1,200 |
| Queen Regent in Service | $350 | $1,400 |
| Service Aide** | $400 | $1,600 |

*Service Aide independent of other levels of achievement
**Service Aide in addition to the other four levels of achievement

Applications are available from Director of Acteens, North Carolina Baptist Convenin, P.O. 26508, Raleigh, N.C. 27611-1107.

### Missionary Allowance

A junior or senior certified by her local church as one planning to be a missionary will receive an allowance of $100 on her expense for the year.

### Endowed Scholarships and Loans

Friends of Meredith have provided funds to establish a number of endowed scholarships and loans. In many cases donors have made specific restrictions affecting the awards. The scholarships, which are awarded annually, are normally used in conjunction with other forms of assistance. The loan funds are used as needed for meeting financial need. Scholarships and loans are administered as a part of the Financial Assistance program and students do not apply for a specific scholarship or loan.

Earnings from the following funds are available for loan purposes:

*The Elizabeth Avery Colton Loan Fund*
*The Louis M. Curtis Loan Fund*
*The Dr. and Mrs. O.S. Goodwin Loan Fund*
*The Mabel L. Haynes Loan Fund*
*The Betty Hewlett Hurst Loan Fund*
*The John W.M. Hicks Loan Fund*
*The Mr. and Mrs. John Billingsley Ingram Loan Fund*
*The Henrietta S. Jarman Loan Fund*
*The Edna Tyner Langston Loan Fund*
*The Masonic Loan Fund*
*The Helen Josephine Neal Loan Fund*
*The Old Student Loan Funds*
*The Olive Chapel Loan Fund*
*The William H. Reddish Loan Fund*
*The Ada Middleton Stanback Loan Fund*
*The W.A. Thomas Student Loan*
*The William C. Vick Loan Fund*

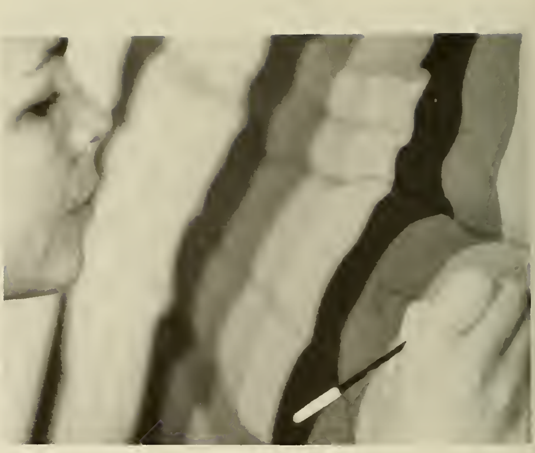
The following scholarships are also available:

*James Larkin and Iona Mae Ballou Trust*
*Dr.J.T.J. Battle Scholarship*
*Fred C. and Irene Bonhardt Scholarship*
*Annie and John Bostic Scholarship*
*Charles Brewer Scholarship*

*Love Belle Brewer Scholarship*
*Margaret Highsmith Brown Scholarship*
*James E. and Mary Z. Bryan Scholarship*
*Maude Bunn Scholarship*
*Ruth Deaton Burnett Scholarship*
*E.N. Carr Scholarship*
*Z.M. Caveness Scholarship*
*Clancey Memorial Scholarship*
*Edwin S. and Goldie Coates Scholarship*
*Isabelle Coleman Scholarship*
*James Collier Scholarship*
*Elizabeth Avery Colton Scholarship*
*Beulah Rimmer Craig Scholarship*
*Craig-Davis Honors Scholarship*
*K.G. Davenport Dapore Scholarship*
*Essie Dale Hunter Dickson Scholarship*
*Elizabeth James Dotterer Scholarship*
*Durham Corporation Education Endowment Fund*
*Lucille Lawrence Ellis Scholarship*
*Myrtle Hart Farmer Scholarship*
*Hester P. Farrior Scholarship*
*Lucy Teague Fassett Scholarship*
*Lillie Grandy Scholarship*
*Addie Jones Hall Scholarship*
*Fuller B. Hamrick Scholarship*
*Julia Hamlet Harris Scholarship*
*Shearon Harris Graduate Scholarship*
*Mattie Jenkins Henderson Scholarship*
*Paula Green Hester Scholarship*
*Ella Greenwood Holcomb Scholarship*
*Sally Wills Holland Memorial Fund*
*Ruth Tucker Holleman Scholarship*
*M.A. Horner Scholarship*
*Mabel Andrews House Scholarship*
*Nannie Willis Hunter*
*Hattie McCauley and Arthur James Scholarship*
*Mary Lynch Johnson Scholarship*
*Moses S. Jones Scholarship*
*William W. Lawrence Scholarship*
*Ida Belle Ledbetter Scholarship*
*Robert H. Lewis Scholarship*
*Mr. and Mrs. W.H. Matthews Scholarship*
*Quentin Oliver McAllister Scholarship*
*Mona Blevins McGilvray Scholarship*
*Wilma L. McCurdy Scholarship*
*Ralph McLain Memorial Fund*
*Margaret Mason McManus Scholarship*
*Leroy Martin Scholarship*
*Charles E. Merrill Scholarship*
*Charles S. Mitchell Scholarship*
*First Baptist Church New Bern Scholarship*
*Nancy Newlin Memorial Fund*
*Mary Crawford Norwood Scholarship*
*Margaret Faucette Parker Music Scholarship*
*Elizabeth Fleischman Patrick Scholarship*
*Perry-Harris Scholarship*
*Carolyn Peacock Poole Scholarship*
*Ida Poteat Scholarship*
*Theodore Presser Scholarship*
*Thomas B. Pruitt Scholarship*
*Z. Smith Reynolds Scholarship*
*Royster-Parker Scholarship*
*Ellen Amanda Rumley Scholarship*
*Ruth F. Singleton Scholarship*
*Oliver Larkin Stringfield Scholastic Fund*

### Campus Employment

A variety of on-campus jobs provide a financial assistance resource in the form of campus employment. For the assistance recipient, the estimated earnings are included in her assistance award. Compensation, at minimum wage, is paid monthly directly to the student. Freshman are generally not allowed to work on campus.



### Federal Assistance Programs

In addition to its own programs of financial assistance, Meredith offers assistance through the federal programs listed below. Recipients of these programs must be U.S. citizens or permanent residents of the U.S., must be enrolled for at least six semester credit hours, and must be making satisfactory progress toward graduation.

*PELL Grant*

These federally-sponsored grants are available to eligible students attending approved post-secondary institutions. The amount of a student's grant is determined on the basis of her own and her family's financial resources. All assistance applicants must apply for a PELL Grant.

No separate application is required as the Financial Aid Form (FAF) to the College Scholarship Service serves as the application when it is properly completed. Following an analysis of the FAF a Student Aid Report (SAR) is sent to the student. The student is required to send the SAR to the Meredith Scholarships and Financial Assistance Office regardless of her eligibility.

*Supplemental Educational Opportunity Grants*

These grants have been established by the federal government to assist students with analyzed financial need.

*National Direct Student Loan*

This program, funded by the federal government and administered by Meredith , makes available low-interest loans to students with financial need. A student is obligated to repay the loan with interest within a 10-year period. Repayment begins six months after graduation, at termination of study, or at reduction to less than half-time study.

*College Work-Study Program*

Many of the students assigned to campus employment are participating in the federally-sponsored College Work-Study Program.

*Guaranteed Student Loan*

Under this program, a student may be eligible to borrow as much as $2,500 a year. The federal government will pay interest on the loan while the student is in school. Repayment of principal and interest will begin six months after the student graduates or ceases to be enrolled in college at least half-time. If the student is a legal North Carolina resident, she may obtain an application by writing College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, North Carolina 27605. If the student lives out of state, she should inquire about the source of applications from the Department of Education of her state of legal residence.

*North Carolina PLUS Loans*

The North Carolina PLUS (N.C. PLUS) Program is part of the nationwide PLUS Loan Program established by Congress in 1980.

Parents of dependent undergraduate students as well as independent undergraduates and graduate/professional students may borrow under N.C. PLUS. Under this program there are no income restrictions, but the borrower must demonstrate ability to make the required monthly payments.

Parent(s) of a dependent undergraduate student may borrow up to $3,000 per year. Independent students may borrow up to $2,500 per year. Graduate students may borrow up to $3,000 per year. Applications and details are available from College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, N.C. 27605.

*North Carolina Legislative Tuition Grants*

This entitlement grant is available to legal residents of North Carolina enrolled as full-time undergraduates attending in-state private colleges or universities. If a student receives financial aid, this grant is part of her award. The amount of the grant for 1985-86 was $950.

*North Carolina Student Incentive Grants*

These grants are funded by federal and state appropriations to assist full-time North Carolina students with substantial financial need. They are administered through the College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, North Carolina 27605. To apply, the student must list N.C. Student Incentive Grant (code number 0742) on her Financial Aid Form (FAF). College Foundation will send the eligible student a supplementary form to complete.

*North Carolina Prospective Teachers Scholarship Loan Fund*

A limited number of awards are provided annually. They are awarded on the basis of the aptitude, purposefulness, scholarship, character, and financial need of the applicant.

Detailed information concerning this scholarship-loan program may be obtained from the high school guidance counselor or by writing to the Prospective Teachers Scholarship-Loan Fund, State Department of Public Instruction, Raleigh, North Carolina 27611,

*Vocational Rehabilitation*

Financial assistance for attending college is provided by the State of North Carolina for residents of North Carolina who are physically handicapped. For additional information write directly to the North Carolina Vocational Rehabilitation Division, State Department of Public Instruction, Raleigh, North Carolina 27611.

*Veterans Benefits*

The family situation of some students may entitle them to receive benefits under this program. Information may be obtained from the local agency.

# Student Life

The quality of student life at Meredith is important to its student community. There is a strong commitment to a total education which integrates academic and extracurricular experiences to further a student's personal and intellectual growth. Supporting the concept of total education, the College provides a creative residence-life program, avenues for developing leadership potential, and opportunities for full participation in campus and community affairs. The College is also concerned with an integrated liberal arts approach to increasing the student's awareness of her global citizenship and her involvement in social and political affairs.

An exciting aspect of student life at Meredith is the opportunity—and the responsiblity—students have in creating and implementing activities of the College. In addition to the contributions they make to their various organizations, students are fully involved in the college committees that consider academic programs, instructional matters, and cultural events, as well as student-life issues. To lend encouragement and support to the student-life area, the College provides a variety of services and trained personnel through the Division of Student Development. Student support services include admissions, financial aid, dean of students, residence halls, residence directors, campus ministry, developmental counseling, student activities, guidance and counseling, career services, health services, and community resources.

## STUDENT ORIENTATION

An in-depth and diversified program of orientation for new students and their families takes place before classes start in August, and an abbreviated program is arranged for students entering in January. Included in the August orientation program are discussions on various phases of college life, placement tests, registration, instruction in the use of the library, and social events such as picnics and mixers with area colleges. Through these and other activities, the orientation period provides opportunity for students to meet fellow classmates, faculty advisers, campus leaders, and students from neighboring colleges and universities. There are also opportunities to identify college officials and their roles and to learn about the many available college services and resources.

The *Student Handbook* is reviewed in several training sessions to familiarize the new student with all aspects of campus life at Meredith College. Orientation and handbook training sessions continue in small groups throughout the new student's adjustment to the college experience and the community.

## CULTURAL AND SOCIAL ACTIVITIES

Believing the cultural and social aspect of the campus to be crucial to the total development of the student, Meredith incorporates a variety of events into the college calendar. The purpose of the Concerts and Lectures Committee and the Convocation Committee is to bring outstanding artists, lecturers, and performers to Meredith to enhance the College's program. Meredith students have heard Dr. Alex Haley, author of *Roots;* Dr. Adele Scheele, career strategist and author of *Making College Pay Off*, and *Skills for Success;* Don Angle, designer, maker and harpsichordist; Jules Whitcover, syndicated columnist; and Virginia Knauer, chairperson of the President's Committee on Consumer Affairs.

Touring drama, music and dance companies such as The Academy Theatre, Yale's Society of Orpheus & Bacchus, and the Edith Stephen Dance Company also have delighted Meredith audiences with their presentations. In addition to Meredith's efforts to attract renowned people, a variety of cultural societies in Raleigh brings talent to the area. Also Meredith College has a strong focus on dance instruction and performance with recitals each year such as Bill Evans Dance Solo Performance and other Meredith and guest performance musicians.

Meredith students also perform in the Raleigh area and on tours. Four groups directed by the music faculty—the Meredith Chorus, the Meredith Chorale, and the Meredith Ensemble—appear in concert regularly throughout the college year. The Meredith Performs series offers students with interests in music, drama, and dance opportunities to acquire practical experience both in production and on-stage. Recent offerings in the series have included *Hello Dolly*, Jane Austen's *Emma*, *Vanities*, *The Sound of Music*, and Tales of the Jazz Age.

Several on-campus social activities for students are coordinated through the efforts of the Meredith Entertainment Association, which works to bring a variety of entertainment to the Meredith campus. A number of the College's activities sponsored by various student organizations are part of the Meredith tradition. Through the hilarity of Cornhuskin' and the dignity of formal occasions such as the Christmas dinner, campus traditions help foster a spirit of community. Furthermore, Meredith's proximity to other colleges, not only in Raleigh but in Chapel Hill, Durham, Greensboro, and Winston-Salem, offers a host of social activities.

## STUDENT HONORS

Honors are bestowed in various ways by Meredith in recognition of outstanding achievement. Kappa Nu Sigma, founded at Meredith in 1923, has as its aim the promotion of scholarship at Meredith by recognizing academic excellence. Admitted on the basis of scholastic standing, students may become associate members during their junior year; full members their senior year. Silver Shield, organized in 1935, is an honorary leadership society. Members are selected on the criteria of constructive leadership, service to the College, and academic achievement. Chosen from the junior and senior classes, members are inducted at a public ceremony. Who's Who in American Colleges and Universities recognizes seniors who distinguish themselves as scholars and campus leaders. The Dean's List and a degree with distinction also have the purpose of recognizing academic achievement. A degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the conditions described on page 73.

Honorary societies affiliated with national or international professional societies that offer membership to outstanding students in specialized areas are Psi Chi for psychology students, Phi Alpha Theta for history students, Sigma Alpha Iota and Pi Kappa Lambda for music students, Delta Mu Delta for business students, Beta Beta Beta for biology students, and Kappa Omicron Phi for home economics, Alpha Kappa Delta for sociology, Alpha Delta Mu for social work, and Sigma Delta Pi for Spanish.

Students who excel are recognized for academic acheivement and other accomplishments by various departments and clubs on Awards Day each spring.

## STUDENT RESPONSIBILITY

The faith that Meredith places in her students as responsible, contributing members of the College community dates back to the first years of the institution. The establishment of a student government association in 1905 is early evidence of this confidence, and the more recent trend to allow more academic and extracurricular matters to be directed by the students' sense of responsibility further reflects this attitude. While there are some policies that the College must make explicit, students largely accept responsibility for student government and student life affairs and for the success of campus organizations and activities. In addition, they contribute to overall policy decisions, as they have voting representation on nearly all college committees.

### *Honor System*

The Honor System is the clearest example of student responsibility. Founded upon the premise that dishonesty of any nature has no place at Meredith, the system demands personal integrity of each student. The Honor System, through the spirit of community it engenders, encourages the freedom and trust essential to intellectual growth and maturity.

Its operation entrusted to the student body, the Honor System depends on each student's belief in the principles underlying the system and on her insistence that it work. Each student is personally responsible for her own conduct and for her obligations to the community. If a student breaks a regulation, she is expected to keep faith with her fellow students by reporting herself to student leaders. If she is aware of a violation by another student, she should call this matter to the attention of that student as a violation of responsibility to the community.

## STUDENT GOVERNMENT ASSOCIATION

All students are responsible for the self-governing operations of Meredith under the Honor System. Therefore, all students are members of the Student Government Association. Its ultimate purpose is to promote individual responsibility to the Honor System, but the Student Government Association also seeks to involve all students in the academic and social life of the College.

The leadership of the Student Government Association is composed of four elected groups—the elections, residence hall, legislative, and judicial boards. An executive committee is composed of the student government president and representatives from each board.

### *Student Regulations*

Through the Student Government Association, students make their own regulations pertaining to student life. In keeping with the spirit of the community that is Meredith, a college committee composed of faculty and students and known as the Student Life Committee, confers with the SGA on major matters of student concern. Regulations deemed necessary for the well-being of the student are explained in the *Student Handbook*. A condensation of the material in this publication is sent to all entering students in the summer prior to matriculation in August.

### *Student Life Committee*

With campus-wide representation, the Student Life Committee works to enhance the quality of student life at Meredith. The function of the committee is to direct

attention and study to the concerns and the well-being of the students; to give consideration to spiritual, recreational, and health needs of the students; to study and review student organizations; and to review periodically all student regulations.

## STUDENT ORGANIZATIONS

Students are responsible for the effectiveness of the many organizations on campus. For example, three college publications are edited by elected students. The *Herald*, the student newspaper, is published weekly for the purpose of communicating information and voicing student opinion. *The Acorn*, the campus literary journal, encourages creativity among the students and is published annually. The college yearbook is entitled *Oak Leaves*.

Student-directed clubs are another means of enriching the Meredith program. Growing out of academic and other types of activities, these organizations encourage students to pursue their various interests. Some of the more active clubs and organizations on campus include Barber Science Club, Association for Black Awareness, Canaday Mathematics Club, Elizabeth Avery Colton English Club, Freeman Religion Club, Meredith International Association, La Tertulia Spanish Club, Tomorrow's Business Women, Tyner Chapter of the Student National Education Association, Young Democrats Club, College Republicans Club, Cooperative Education Club, and American Society for Personnel Administration (ASPA).

### *Societies*

Two societies on the Meredith campus exist as voluntary service and social organizations. Originated as literary societies, Astrotekton and Philaretian now work with agencies such as the Governor Morehead School and the Cerebral Palsy and Rehabilitation Center, as well as with the coordination of social activities on the campus. At their regular meetings, the societies organize a variety of student projects and activities.

## RELIGIOUS LIFE

As a reflection of Meredith's Christian heritage, the College seeks to reinforce the student's development both intellectually and spiritually. Therefore, the religious life of Meredith is crucial to its overall program.

The College provides several services which affirm the value it places on the religious dimensions of the students' lives. One such service is provision of the Seby and Christina Jones Chapel as a place for weekly campus worship services. The chapel also offers meeting rooms, a reading room, a

meditation room for private worship, and office space for the campus minister. The campus minister is available to the college community for conversation or counseling pertaining to religious questions, religious vocations, or personal problems.

The Wednesday worship services are an integral part of campus life which contribute to the spirit of the community, as well as campus spiritual life. The period from 10:00 to 11:00 A.M. on Wednesdays is reserved for voluntary worship services. Other important activities in the religious life of the College are Religious Emphasis Week and the Staley Distinguished Christian Scholar Lecture Series. Both of these events seek to bring outside resource people to the campus to address pertinent matters of faith and to dialogue with the students and faculty.

The religious activities of the students are under the general direction of the Meredith Christian Association (MCA) and the campus minister. The association seeks representatives of all faiths and denominations to serve on its council. It offers students opportunities for local ministry projects, study groups, programs, recreation, worship, conferences and retreats, and summer missions.

## RECREATION

At Meredith there is a variety of recreational activities available for students. The Weatherspoon Physical Education-Recreation Building provides excellent facilities for curricular and extra-curricular sports activities, with court space for games such as basketball, volleyball, and badminton. The Weatherspoon Building also has an indoor swimming pool and a dance studio. A fully-equipped weight room is available for athletic training and general conditioning for the Meredith student. Outdoor facilities include six lighted tennis courts, an archery range, a putting green, a softball diamond, and riding facilities. Nearby golf courses and ranges are often used by the students. In addition, ping pong and pool tables are set up in the Cate Center. Equitation is a popular feature of the physical education program with instruction available on levels ranging from beginner to advanced. Students who wish to board horses may inquire through the business office. The Meredith Recreation Association coordinates organized intramural activites, along with other special recreational events.

## INTERCOLLEGIATE SPORTS

Intercollegiate sports are an important part of Meredith student life. Students have an opportunity to compete in five intercollegiate sports: golf, tennis,

basketball, volleyball, and softball. Meredith is an active member of the National Collegiate Athletic Association (NCAA), Division III, which is a non-scholarship division. Competition is not limited to other Division III schools, nor is it limited to NCAA affiliated schools.

## RESIDENCE

Meredith students under the age of 23 may choose to live on campus or to reside with their parents, husband, or (with special permission) a close relative. Senior and junior students and transfers accepted for those classes may, on occasion, be given special permission by the dean of students to reside off campus.

Campus housing is available only to full-time students (carrying a minimum of 12 credit hours) under the age of 23. Any full-time student residing on campus who reaches the age of 23 during an academic year may complete that year on campus, but will not be eligible for on-campus housing thereafter, unless she entered Meredith prior to the age of 21 and is completing a continuous four-year academic program.

Seven residence halls are available for on-campus housing. Attractive and comfortable, most rooms are arranged in suites of two with adjoining baths. The newer residence halls are air-conditioned and completely carpeted.

Freshmen are usually assigned to Carroll, Carroll Annex, Stringfield, and Vann residence halls, transfer students to the various residence halls, depending on academic classification and the location of available spaces. Any preference for roommate and hall should be made to the dean of students by early summer. Preferences are honored whenever possible. Housing assignments are usually mailed to the new students in the latter part of July.

Upperclass students serving as Resident Assistants live on each freshman floor. Their responsibilities include informal guidance of the freshmen on their respective halls. Upperclass students also serve as Resident Assistants of the other residence halls. Two Resident Directors are employed to live in the freshman residence halls and are available to students at all times; four other Resident Directors are available to the upperclass students.

### *Non-Resident Student Life*

The non-resident student enjoys a variety of programs planned throughout the year to meet the unique needs of those who commute to campus each day and to assist them in becoming a part of the total campus community. The fireside lounge in the Cate Center is designated for non-resident student rest, study, and relaxation. It is the center of non-resident student activity and

communication since there are mailboxes, a telephone, and a bulletin board for students to receive information and announcements about important events.

Food is available in the snack bar in the Cate Center or the Belk Dining Hall.

## HEALTH CARE

Health care is under the general direction of the director of health services. The Health Center is served on a regular basis by two local physicians with registered nurses on duty or on call 24 hours a day. The college physicians have designated office hours in the Health Center when students may see them. Only minor illness and emergencies are treated in the Health Center. Major illnesses are referred to physicians off the campus or to family physicians. It is the purpose of the physicians and nurses to prevent illness by means of informing the students about good health practices.

## COUNSELING

### *Career Planning*

The Office of Career Services, located in Cate Center, offers vocational counseling to students who are undecided about their courses of study or career plans and to those preparing for access to a career field. Information is available on employment, interviewing, preparation of resumes, occupational outlook, salaries, and other concerns of a vocational nature. Vocational interest tests may be taken if needed. A career planning seminar, open to all students, is offered during the fall and spring semesters. Senior workshops and on-campus recruiting by employers are available to seniors as they begin to implement their plans for graduate study or careers.

### *Academic Advising*

The College provides guidance to students in the planning of their individual academic programs. See pages 9 and 65 for further details.

### *Personal Counseling*

Professional counselors are available to talk confidentially with any student who has a personal concern of any kind—academic, vocational, or social-emotional. In addition to the counseling service provided on campus, the counselors also have information about available off-campus resources which may be pertinent to students' needs. Students are encouraged to stop by the counseling offices any time during the day, or to call and arrange an appointment. The counseling offices are located on the second floor of Cate Center and in Jones Chapel.

## *Personal Growth and Counseling Center*

Located in the Cate Center, the Personal Growth and Counseling Center was established in August, 1983 to meet the growing needs of students for personal and group counseling opportunities. In a warm and relaxing atmosphere, students are encouraged to use the center's extensive collection of both reading materials and tapes. The counseling staff is available for personal counseling and testing at the request of the individual student.

Programs encompassing a wide range of topics dealing with personal growth and development are also offered through the center. The relaxation room invites students and staff throughout the day.

## *Freshman Seminar*

All freshman are required to attend Freshman Seminar during fall semester at 10 A.M. each Monday. Sessions are offered which will enhance the academic, social, and personal adjustment of the student to college life..

# Academics: Programs and Regulations

Meredith offers three undergraduate degree programs: Bachelor of Arts, Bachelor of Science, and Bachelor of Music. The Bachelor of Arts is a broad-based degree that offers a liberal education with majors available in 13 departments of the College. The Bachelor of Science degree is more specialized than the Bachelor of Arts degree but is firmly based in a general studies program which includes substantial experience in the humanities, fine arts, and social sciences. Area distribution requirements are identical for the Bachelor of Arts degree and the Bachelor of Science degree. Students who major in the departments of biology and medical technology, business and economics, chemistry, or mathematics, may choose either the Bachelor of Arts or the Bachelor of Science. The Bachelor of Science in Nursing Transfer Curriculum is designed for the registered nurse who is seeking preparation for the professional level. The Bachelor of Music with a major in applied music or music education is a professional degree which is built on a liberal arts base and is intended to prepare the student for a career in teaching and performance.

The College also offers graduate degrees in Business, Elementary Education, and Music—the Master of Business Administration, the Master of Education, and the Master of Music. These degrees are designed to provide professional competence in the workplace. Complete information is contained in a graduate catalogue available in the Graduate Studies Office.

## CHOICE OF CATALOGUE

A student may elect to follow the degree requirements listed in any subsequent catalogue in force during her period of residence.

## DEGREE PROGRAMS

### *Requirements for All Degrees*

The curriculum is arranged by courses with each course quantitatively evaluated according to the semester hour system and a four-point system of quality points. A candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music must complete at least 124 semester hours with a quality point ratio of at least 2.0 on (1) all courses attempted; (2) all courses attempted at Meredith; and (3) all courses attempted at Meredith in her major subject(s).

### *Requirements for the Bachelor of Arts and Bachelor of Science Degrees*

Meredith College is committed to the education of the whole person. Therefore, basic requirements for all students are designed to encourage the full development of all of the capacities for human knowledge—sensing, feeling, and thinking.

Courses in the arts, sciences, and humanities are required of all students as essential to a liberal education that is dynamically related to traditional knowledge, values, and insights, and to the demands of a changing age. These courses are divided into four areas which expose the student to a broad distribution of human knowledge and to different modes of learning about herself and her world. In addition, every student must study in depth one specific area of human knowledge and must, therefore, fulfill requirements for one of the majors listed on page 54.

### Area distribution requirements

Each student should examine human values and continue the lifelong process of developing her own beliefs about the meaning of existence in relation to herself, to others, and to God. She should encounter the great creative achievements of mankind and discover those values which are for her most essential to a rich, full, and significant life. She should understand herself in society and develop her knowledge about the human community both in its local, national, and world expressions and in its past and present forms. She should have an informed concept of herself as a part of the natural universe, and she should develop physical skills consistent with her physique, natural abilities, and interests. She should develop an analytical and practical mastery of language as the primary medium through which we learn and share our knowledge.

Toward these ends each student who receives the B.A. or B.S. degree must fulfill the requirements in each of the following areas: humanities and fine arts, social and behavioral sciences, mathematics and the natural sciences, and health and physical education.

I. Humanities and fine arts . . . . . . . . . . 27-30 credit hours
  A. English composition . . . . . . . 3-6 credit hours
    Any student who makes a grade of "C" or better in English 111 meets the requirements for English composition. If a student makes a "D" in English 111 she must either repeat and pass English 111 (no additional credit) or pass English 112 (3 hours credit).
  B. Foreign language . . . . . . . . . . . 6 credit hours
    (Requirement must be met in a single language. Students will be placed at appropriate levels by the department.)
  C. Literature . . . . . . . . . . . . . . . . . 6 credit hours
    1. A 3-hour course in major British authors.
    2. A 3-hour course in English, American, or world literature; or any literature course in a foreign language.
  D. Religion . . . . . . . . . . . . . . . . . . . 6 credit hours
    1. A 6-hour introduction to the Old and New Testaments or
    2. A 3-hour introduction to Biblical literature and history and one advanced 3-hour course in religion.
  E. Elective . . . . . . . . . . . . . . . . . . . 6 credit hours
    Must include at least two of the following categories: art; dance theory or history; music; philosophy; speech; theatre

II. Social and behavioral sciences ....... 12 credit hours
  A. History of Western Civilization ................ 3 credit hours
  B. Electives .................. 9 credit hours
    Must include at least two of the following categories: economics, cultural geography, sociology and anthropology, politics, psychology. Additional choices may be from any of the social and behavioral sciences, including history.
III. Mathematics and natural sciences ......... minimum of 13 credit hours
  A. One laboratory course chosen from biology, chemistry, or physics .................... 4 credit hours
  B. One course in mathematics . . . 3 credit hours
  C. Electives .................. 6 credit hours
    (To be taken from two of the following: biology, chemistry, physical geography, physics, or mathematics)
IV. Health, physical education, and dance ...................... 4-5 credit hours
  Include four activity courses, or three activity courses and a 2-hour course in health or first aid.

Note: *Education methods courses may not be used to satisfy area distribution requirements.*

### Major requirements

As soon as feasible, but no later than the end of the sophomore year, a candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music shall select a subject major. Each student must declare a major on a form available in the Office of the Registrar. Signatures of the student and head of the major department are required before the form is returned to the Office of the Registrar. A student may choose a second major, a second degree, and/or an area of certification. These must be indicated on the form. The head of the major department will assign a major professor, to be indicated on the declaration form, who will supervise the student's program. If a student withdraws and returns to Meredith at a later date, she must repeat the above process.

Majors may be selected from the following subjects. Detailed requirements are listed in the respective sections on pages 77-133.

*Bachelor of Arts*

American civilization
art
biology
chemistry
economics
English
French
history
international studies
mathematics
medical technology
music
musical theatre
political studies
psychology
religion
social work
sociology
Spanish
theatre

*Bachelor of Science*

biology
business administration
chemistry
health science
home economics
mathematics
mathematics/computer science

*Bachelor of Music*

applied music
music education
piano pedagogy

*Teacher education is described on pages 91-100.*

### Interdisciplinary Majors

Interdisciplinary majors other than those listed among the regular majors may be pursued by a student through one of the academic departments and with the permission of the Academic Council. Departments will, in most cases, design these majors according tothe following guidelines: (1) 36 semester hours, (2) a unifying theme, (3) a core-discipline of 18-21 hours and two additional related disciplines or 12 hours from each of three separate disciplines, (4) a three hour senior project, and (5) a minimum of 18 hours on the 300-400 level.

## *Requirements for the Bachelor of Music Degree*

Detailed requirements for the Bachelor of Music degree with a major in applied music, piano pedagogy, or music education are given on pages 117-126.

## *Requirements for a Second Baccalaureate Degree*

A second and different baccalaureate degree may be sought by a person who holds a bachelor's degree from Meredith College or another institution or by a student currently working on her first baccalaureate degree at the College. The following conditions must be fulfilled by the student who wishes to receive a second degree:

1. She must meet all the requirements for the second degree.
2. She must complete a minimum of 30 hours in residence beyond requirements for the first degree.

Normally, the same degree will not be awarded twice. The student who is working on a second baccalaureate degree shall be classified academically as a senior.

## *Minors*

A student may choose to complete a minor area of concentration but she is not required to do so. Minors require a minimum of 18 semester hours with study in upper division courses. Structured programs are available in the departments or a student may devise her own program in consultation with her adviser. All minor programs must be approved by the chairman of the department in which they are based.

## THE HONORS PROGRAM

The Honors Program offers the intellectually gifted and ambitious student opportunities to develop academically to her full potential. Each year, approximately twenty entering students are invited to participate in the Honors Program. The honors curriculum spans the four-year undergraduate experience and is well integrated into the whole of the academic program. It involves courses meeting basic requirements in the humanities, arts, and sciences, study in one's major department, electives in selected areas of interest, and a culminating senior-year study experience. Various types of courses and instructional processes are available, including special honors courses offered by various departments, interdisciplinary colloquia or seminars, contractual arrangements for honors credit in regular courses, and independent studies and research projects. Opportunities to share ideas with students and faculty in meaningful discussion are combined with chances for working independently on topics of special interest.

### *The Honors Curriculum*

The four-year honors curriculum of thirty-one credit hours represents one-fourth of the total number of hours required of all students for graduation at Meredith. It includes courses that expose the student to the breadth of human knowledge as well as in-depth study in selected fields. The program includes the following components.

**Prescribed Honors Courses . . . . . . . . . . 7 hours**

To help participants learn to think rigorously and to communicate precisely, the following two courses are required.

*Honors Writing Course (3 hours)*

Language is the primary medium through which we learn and share our insights, and written expression is a key means for transmitting knowledge. Each participant will therefore take a writing course designed for the honors students. This course fulfills the English 111 requirement for graduation.

*Honors Laboratory Science (4 hours)*

An informed understanding of the natural universe and one's relationship to it is essential to educational excellence. The participant will take an honors laboratory science course that will fulfill the laboratory

science requirement for graduation. The special honors course will be rotated among the various options - biology, chemistry, and physics.

**Honors Colloquia . . . . . . . . . . . . . . . . . 6 hours**

The honors colloquia, often interdisciplinary and often team taught, will allow participants to investigate topics across the spectrum of human knowledge. The courses seek to provide a thorough examination of the subject while also helping the participant to see where disciplines intersect -- to think horizontally as well as vertically. Each student will elect two colloquia (3 hours each) on selected topics, including at least one colloquium in the freshman year. These courses will meet graduation requirements in the main areas of general education as approved by the department(s) involved.

Early in each spring semester, the colloquia to be offered the following year will be determined by the Honors Committee and the descriptions made available by the Honors Director to all honors students. Each individual can then confer with her adviser regarding the appropriateness of each upcoming colloquium for her general needs and interest.

**Honors In The Major Field . . . . . . . . . . 9 hours**

To heighten the participant's understanding of the knowledge skills and tools of her major discipline, each honors student will complete at least nine credit hours in honors work within her chosen field. She may meet this requirement through any combination of the following options:

- Honors courses offered by the department
- Contractual work for honors credit in regular courses offered by the department
- Independent study in the major
- Additional honors colloquia beyond the minimum requirements, subject to the department's approval of their relation to the major field

**Honors Elective . . . . . . . . . . . . . . . . . . 6 hours**

Each participant will elect at least two additional honors credit courses to accommodate her own particular interests and needs. The courses may count as area distribution, major, or elective credit. Courses options include:

- Additional honors colloquia beyond the minimum requirements
- Departmental honors courses
- Regularly scheduled courses for which the student contracts for honors work and credit
- Independent study

**Honors Thesis Or Equivalent Project ..............3 hours**

The honors experience will culminate in the senior year with an honors thesis or an equivalent project (written thesis, laboratory research, performance, exhibition, etc.) approved by the department(s) concerned and the Honors Committee. This experience allows the participant to bring her intellect and talents together in an original, independent presentation that should reflect the scope of her learning.

A student is expected to take honors work each year. She would typically take two to three honors classes during the freshman year, including the honors writing course and an honors colloquium. Retention in the program requires that the student maintain a minimum overall grade point average of 3.0 or, failing that, to receive permission of the Honors Committee to continue in the program. Upon successfully completing the honors curriculum and meeting all other college requirements while maintaining a minimum overall grade point average of 3.0, the participant will be recognized at graduation as an Honors Scholar. The student's transcript will clearly reflect courses taken for honors credit and graduation as an Honors Scholar.

## CAREER DIRECTION

A firm grounding in the arts, sciences, and humanities, including a major in one of the academic disciplines listed above, is considered essential to the life direction and career of every student. Meredith has approved programs in teacher education, social work, accounting and communications which a student may pursue in addition to her major. Specific career preparation is also an integral part of many of the majors and is obvious in such departments as business, home economics, and music. All of the departments, however, provide opportunities for career preparation at the undergraduate level. Many departments have prepared programs so that students may use their electives to give career direction to majors in the department. Departmental advisers will provide information along with assistance in planning other programs that meet the career concerns of a particular student. The Office of Career Services also provides information and advice (see page 48).

### *Pre-Professional Preparation*

Students who wish to prepare for entrance into a professional or graduate school should plan their programs with that in

mind. Students may plan programs which lead toward careers in teaching, research, medicine, law, theology, journalism, library science, dentistry, special education, medical technology, merchandising, and other professions. Special advisers from among the faculty are appointed to give assistance in planning pre-professional programs.

## *Medical Technology Program*

Meredith's program in medical technology involves three years at Meredith and one full calendar year at Duke University Medical Center. This program prepares students to enter the field as medical technologists with the Bachelor of Arts degree. The program at Duke is a CAHEA approved program, and graduates are eligible for national certification. Career opportunities in hospitals, laboratories, research, public health facilities, and educational institutions are widely available. For specific requirements see page 82.

## *Nursing Transfer Curriculum*

Meredith College provides a special opportunity for RNs, currently licensed in North Carolina, to obtain the general education and science prerequisites for subsequent admission to BSN completion programs elsewhere. Such students, who would hold an associate degree or diploma in nursing, enter Meredith through the re-entry option provided by the Office of Continuing Education (see pages 24 and 60). The transfer process is facilitated by advising which focuses on personal and career goals, and by consultation with three nearby BSN-granting institutions to select appropriate courses. For more information, see page 82.

## *Physician Assistant Program*

Meredith's physician assistant program involves three years at Meredith and completion of the first of two years in the CAHEA-approved program of Bowman Gray School of Medicine. Completion of: (1) Meredith's program will result in the awarding of a Bachelor of Science degree with a major in health science, and (2) the second year at Bowman Gray and certification examination will result in certification as a physician assistant. Career opportunities as a health professional, under the supervision of a licensed physician, include: primary care practice, surgical specialties, emergency services, occupational health, geriatrics and nursing homes, etc. Physician assistants have been able to provide high-quality, cost-effective medical care. For specific requirements, see page 82.

## *Professional Communications*

Coordinated by the Department of English, the Concentration in Professional Communications is an eighteen-hour concentration open to all students. Courses in graphic design, expository and technical writing, and speech may be combined with

electives in photography, creative writing, journalism, and marketing. With faculty supervision, each student enrolled in the concentration will have the opportunity to hold an internship, frequently one designed for her interests and career goals. Concentration requirements are on page 100.

## *Social Work Major*

Meredith's baccalaureate major in social work is fully accredited b the Council on Social Work Education. The primary objective of the social work major at Meredith is to prepare students to enter social work or other related helping professionals at the beginning professional level of competence. Since at the undergraduate level this can best be onde within the framework of a broad liberal arts curriculum, the social work major is integrate with the area of distribution requirements for graduation at Meredith.

A student who wishes to enroll in the social work major should take Social Work 240 Social Work as a Profession, in the sophomore year. If the student is advised to continue in the program by the instructor, she will then declare a major in social work and be assigned a major adviser who will work with her in planning a course of student which is consonant with the major requirements and her own career goals. Upon graduation, she will be awarded the Bachelor of Arts degree with a major in social work.Social Work Education. The primary objective of the Social Work major at Meredith is to prepare students to enter social work or other related helping professions at the beginning professional level of competence. Since at the undergraduate level this can best be done within the framework of a broad liberal arts curriculum, the Social Work major is integrated with the area distribution requirements for graduation at Meredith.

A student who wishes to enroll in the Social Work major should take Social Work 240, Social Work as a Profession, in the sophomore year. If the student is advised to continue in the program by the instructor, she will then declare a major in social work and be assigned a major adviser who will work with her in planning a course of study which is consonant with the major requirements and her own career goals. Upon graduation, she will be awarded the Bachelor of Arts degree with a major in social work.

For specific requirements see page 131

**School Social Service Work**

The Meredith Social Work major is approved by the North Carolina State Department of Public Instruction for certification in school social service work. All requirements for the social work major must be met plus additional specified courses: Educational Psychology (EDU 234) and Foundations of American Education (EDU 232); the Psychology of Exceptional

Individual (PSY 205) and Social Work in Schools (SWK 405). All of the social work field experience must be completed in a child serving agency.

### *Teacher Education*

Meredith offers state-approved competency-based teacher education programs leading to initial North Carolina teaching certification in early childhood education (grades K-4); intermediate education (grades 4-6); middle grades education (grades 6-9); secondary education (grades 9-12): English, French, mathematics, biology, chemistry, social studies, and Spanish; special subject area education (grades K-12): art, music, and reading; and occupational education: business and office education and home economics education (grades 7-12). Although all the teacher education programs are designed to prepare students for certification and teaching in North Carolina, students who successfully complete a teacher education program at Meredith are eligible for teacher certification in most other states under the provisions of Interstate Reciprocity Contracts established between North Carolina and most other states.

The College also offers state-approved competency-based teacher education programs leading to the Master of Education degree in elementary education and North Carolina Class G teaching certificates in early childhood education or in intermediate education. Complete information about the programs can be obtained from the Education Department or from the Registrar's Office.

## CONVOCATION

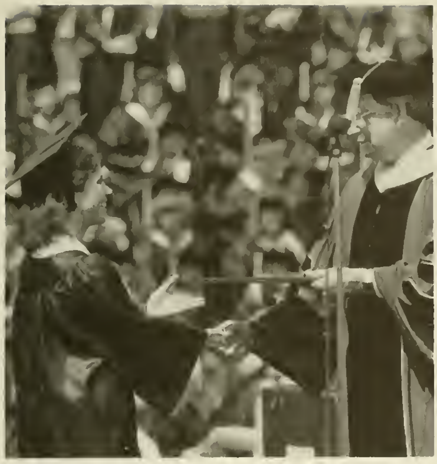
Convocations for the entire Meredith community are held at regular intervals throughout the year. As an integral part of the academic program, these assemblies are planned to stimulate and add to the community's spiritual, intellectual, and cultural conversations. All students are expected to attend.

## CONTINUING EDUCATION

The Office of Continuing Education at Meredith provides access to programs designed to meet community-wide learning needs. A special focus is women, 23 years or older, who wish to begin or resume college-level work. Offerings are available in the following three areas:

### *Re-entry/Academic Credit Programs*

A woman may enter a degree program either through the regular admissions procedure as a freshman or transfer student (see page 13) or through special admission as a re-entry student (see pages 16, 18, and 24). All students applying for the Bachelor of Science in Nursing Transfer Curriculum will also enter as re-entry students. Because the re-entry option involves preadmission



advising and an individually-tailored preliminary program, even those eligible for regular admission frequently choose this special procedure.

When the preliminary program has been satisfactorily completed, re-entry students apply for regular admission as degree candidates, with advising then shifted to appropriate faculty members. The Office of Continuing Education, however, continues to enhance the educational experience of adult students at Meredith through a variety of support services and activities.

## *Enrichment Programs*

Courses in the enrichment curriculum carry Continuing Education Units (CEU). One CEU is equivalent to 10 contact hours. CEU's do not carry academic credit and cannot be applied to degree work but many may be used for teacher certification renewal credit. CEU's are also recognized by other agencies, institutions, and businesses for certification and advancement purposes. Most enrichment courses are offered in the evenings and are open to Meredith College students on the same basis as to the community at large. Topics include the arts and humanities, spcial interests, computer studies, and personal and career development opportunities responding to the particular needs of women as they cope with change in their lives. Listings and descriptions are available from the Office of Continuing Education each semester.

## *Certificate Programs*

### Legal Assistants Program

Legal Assistants (paralegals) are persons with legal skills who aid attorneys in their work. They can perform almost any task except those requiring the professional judgment of a lawyer such as giving legal advice, accepting cases, or representing clients in court. Legal assistants work under the supervision of attorneys who are responsible to the client for all services rendered.

Meredith offers a three-month post-baccalaureate summer program for those interested in new careers as legal assistants or for those whose current careers would benefit from some legal training. No specific undergraduate major is required. The curriculum provides a general understanding and appreciation of ethical and professional responsibilities and offers instruction in legal terminology, concepts, and procedures. Specialities include civil litigation, real estate, or estates, wills and trusts. Field trips help to define the roles and skills required of legal assistants in diverse settings, and research projects develop analytic and writing capabilities. Students who maintain a grade of B or better in each course are awarded the certificate.

Employment possibilities for legal assistants are varied. While most paralegals work for private law firms, opportunities also exist with banks, corporations, and

government agencies. Job responsibilities differ depending upon the kind of business or firm and its size and specialization. Training as a legal assistant provides instruction in basic legal principles and skills which can be transferred to many settings.

The Legal Assistants Program at Meredith College was established in 1980 and is approved by the American Bar Association.

**Cultural Resources Management**

Meredith offers an individualized, post-baccalaureate, part-time program for women interested in the field of arts management. Training is provided for administrative work with museums, arts councils, galleries, concert series, theatre and dance companies, and school system cultural activities. The program builds on basic courses in the arts and humanities, adding a variety of management skills useful in nonprofit organizations. Internships and the use of case studies develop appropriate applications. Upon successful completion of the program, Meredith awards certification.

## INDIVIDUALIZED OPTIONS

### *Special Studies*

A student may expand her curriculum beyond the courses in the catalogue by using the option available under the Special Studies Program. Independent study, directed individualized study, community internships, and special group studies are used by many students to individualize and enhance their programs. (See page 77.)

### *Cooperative Education*

Cooperative education is a plan whereby a student alternates periods of study at Meredith with periods of employment related to her career goals. Employment with cooperating companies and agencies is arranged and approved by the Office of Career Services and Cooperative Education. Participating students are supervised by designated faculty members. Participants receive one to four hours of academic credit for each work experience.

### *Cooperating Raleigh Colleges*

Meredith, Peace, St. Augustine's, and St. Mary's Colleges, North Carolina State University, and Shaw University form a consortium through which they provide, without extra cost, their collective educational resources to students at each of the six institutions. Under this agreement Meredith students may take courses at any of the other five campuses. These courses

are utilized for general enrichment, to strengthen particular majors, to enhance career training, and in certain situations to earn an additional degree.

A student who wishes to register for a course at one of the Cooperating Raleigh Colleges should obtain a special request form from the Office of the Registrar and should secure the approval of her adviser, and the head of the appropriate department. Except under unusual circumstances, approval will be given only for courses not available at Meredith and only to sophomores, juniors, and seniors. The Academic Council will receive written appeals from students whose requests have not been approved by the persons designated above. The maximum number of courses a student may take each year is three, and each course may carry up to four semester hours' credit.

## *ROTC Opportunities through Cooperating Raleigh Colleges*

Meredith students are eligible to participate in either Army or Air Force Reserve Officer Training Corps (ROTC) programs at North Carolina State University through the Cooperating Raleigh Colleges consortium. Both ROTC programs provide the student an opportunity to earn a commission as a second lieutenant while completing the requirements for a baccalaureate degree.

Individual military courses may be selected without incurring a commitment to enter active duty, and the entire two-year basic course may be taken without obligation. Completion of the advanced course work does require accepting a commission.

Scholarships are available through the Army and Air Force programs. Advanced course students also receive monthly stipends and payment for summer camp training.

Registration procedures for military courses follow general Cooperating Raleigh Colleges guidelines. Additional information about either ROTC program is available upon request from the Office of Admissions.

## *Meredith Abroad*

Students at Meredith have available to them several options for study in foreign countries. Foremost among these options is the college-wide Meredith Abroad Program. Each summer the College offers a course of study in selected foreign countries (currently Great Britain and Switzerland) whereby a student may earn 12 semester hours of credit at the same cost as a semester on campus. Regular members of the College faculty form the core of the teaching staff with regular utilization of foreign teachers. Other options are available as follows: departmentally sponsored programs, individual participation in programs at other institutions, and

individual travel as described in the special studies options on page 77.

Those students who wish to enroll in the full semester program that is conducted by Meredith should consult the coordinator of international studies. Other programs are arranged within departments. All programs are publicized on campus.

### *Drew University*

Through an arrangement with Drew University in Madison, New Jersey, Meredith students may participate in a semester of study on the United Nations or in London on British politics and history. The program is open especially to qualified juniors who may receive credit for as much as 12 semester hours. The program on the United Nations consists of seminars led by members of various delegations to the United Nations, courses on the Drew University campus, and an intensive research project. The London Seminar, under the auspices of Drew, offers a semester of study in London at a British university.

Students who wish to participate in the Drew University seminar on the United Nations or on British politics and history at a London university should apply in the Department of History.

### *American University*

Through an arrangement with American University in Washington, D.C., Meredith students may participate in its Washington Semester, which introduces students from all over the nation to a first-hand study of American politics. The program is open especially to qualified juniors or seniors.

Students who wish to participate in the Washington Semester at American University should apply in the Department of History.

### *Marymount Manhattan College*

Through an arrangement with Marymount Manhattan College in New York City, students may visit this college for one semester. The program provides many opportunities for study in the Manhattan area. A student will choose courses in consultation with her adviser. The regular form for approval of visitation credit, available in the Office of the Registrar, will be used to apply for the program. Further information concerning the Marymount program may be obtained from the Office of the Vice President and Dean of the College.

### *Correspondence Credit*

Six hours maximum credit may be allowed for correspondence courses on which a grade of C or higher has been

earned after written permission has been granted by the student's adviser, the head of the department involved, and the registrar.

### *Visitation Credit*

A student may elect to study for a semester at another college or university while retaining her status as a Meredith student. She may apply on a form available in the Office of the Registrar.

## SUMMER STUDY

Meredith conducts a summer session consisting of three three-week terms. Courses are generally taught over a three-week term with a student taking only one course per term. Occasionally some courses are taught for six or nine weeks. In this case a student may enroll in a single three-week course along with one of longer duration.

Meredith students enrolled at Meredith summer school may also take one course at another Cooperating Raleigh College. This course will be treated as an interinstitutional course. Fees will be paid at the other Cooperating Raleigh College, and a transcript must be sent to Meredith.

A student who plans to attend summer school at another accredited institution makes application for transfer credit on a form available from her faculty adviser or the Office of the Registrar. She secures written approval of her adviser, the appropriate department head, and the registrar for specific courses. The student may exercise the pass/fail option for a course. This option must be approved prior to taking a course. Upon completion of summer school courses, the student must request a transcript to be sent to the Office of the Registrar.

## ACADEMIC PLANNING AND ADVISING

### *Academic Advisers*

Upon arrival at Meredith each student is assigned an academic adviser who will aid her in planning her program, offer academic counsel, and serve as a personal counselor if the student so desires. Once the student declares a major field, she will be assigned to an adviser in the department. Although the major adviser must approve the student's program and will, in consultation with the registrar, certify to the faculty that she has met all requirements, *the student is finally responsible for her own program.* Special advisers are appointed to assist in pre-professional planning.

### *Course Load*

A student will decide upon her own course load in consultation with her adviser. The average load in a semester is 15.5 hours. The student wishing to graduate in four years should give particular care to maintaining this average. A student who

takes an overload or underload of more than one semester hour should do so only after careful consideration.

## *The Freshman and Sophomore Years*

Before a student initially registers for classes at the College, and prior to each subsequent registration period, she will consult her academic adviser about her course of study. Specific courses required in the freshman year are English composition, foreign language, and physical education. The student, with the assistance of her adviser, plans her other course choices, keeping in mind both the area distribution requirements (pages 52 and 53) and her own specific academic interests. A freshman who has a firm idea about her major field can usually begin courses in that area; one who is uncertain about her area of concentration may choose a variety of courses from the area distribution requirements in order to explore many academic areas. During her freshman and sophomore years a student may not take concurrently two courses in the same discipline without the permission from the head of the department concerned. Counselors are available in the Office of Career Services to assist students who are having difficulty choosing a major.

Whenever a student is ready to declare her major she should discuss the matter with the head of the department concerned and make proper arrangements.

## *The Junior and Senior Years*

Once she has declared a major, the student should consult with her major adviser. Since the student is finally responsible for fulfilling graduation requirements, she should have a thorough credit check with her adviser during the last semester of her junior year, perhaps at pre-registration for the senior year. If there are problems which she and her adviser cannot solve, she should consult the registrar or, in rare cases, the dean of the college.

## *Graduation*

Students may graduate in either May, August, or December. Seniors who expect to graduate must register their intention in the Office of the Vice President and Dean of the College. Those who plan to graduate in May or August must file by December 1; graduates in December file by May 1. A formal commencement program is held in May for graduates who qualify in August, December, or May and wish to participate. Only persons who fully meet the requirements for graduation may participate in the formal commencement program. No exceptions are made.

## *Graduate Record Examination*

Early in the senior year a student wishing to go to graduate school should arrange to take the Graduate Record Examination(s) through the Office of Career Services or at other established testing centers. Detailed

other established testing centers. Detailed information is available from academic advisers or in the Office of Career Services.

## *Changes in Class Schedule*

During the first five class days of each semester a student may change her course schedule without penalty. The number of credit hours for which a student is enrolled at the end of the five-day period will be the basis upon which tuition charges are made. No courses in progress may be added after this five-day period. All courses dropped between the end of the five-day period and the first four weeks of the semester will receive a W (withdrawal) grade. Courses dropped after this date will be graded WP (withdrawal passing) or WF (withdrawal failing) except in the case of medical or emergency withdrawals. (See pages 70-71, Grading System). All drops must be made no later than one calendar week before the last day of classes. All schedule changes are processed on forms available in the Office of the Registrar.

A student who does not wish to complete a course for which she is enrolled must withdraw officially through the registrar's office. If a student drops out of the class and fails to withdraw officially she will be treated as if she were still in the course and her grade recorded accordingly.

## *Repetition of Courses*

A student may repeat a course in order to improve the grade. The student should register for the course the next time it is offered. If repeated at Meredith, only the higher grade is used in calculating the quality point ratio. A student should not repeat at another school a course which she has failed at Meredith because of the effect on her Meredith grade average.

## *Class Attendance*

Each student is expected to be regular and prompt in her attendance at all classes, conferences, and other academic appointments. Regular presence of the student in the classroom is indispensable both to herself in deriving the most benefit from her courses and to her teachers and fellow students in sharing the benefits of her thinking. She must accept full responsibility for class presentations, announcements, and assignments missed because of absence.

The effect of class attendance on the grade will be clearly specified, in writing, by each instructor at the beginning of the course.

## CREDIT REGULATIONS

### *Advanced Placement Credit*

Advanced placement and credit are available in several departments. Entering students see page 17. Students in residence should apply directly to the department concerned or to the registrar.

### *Auditing Courses*

Audits may be arranged on the first class day of the semester. Forms are available in the Office of the Registrar.

Full-time degree candidates may audit a class upon the approval of the teacher of the class and the registrar. Under no condition will an audit student displace a regular student. A student may not elect to audit a class after the first 20 class days of the semester.

Audited classes are listed on the permanent record, but no credit or grade is recorded. An audited class may be dropped in the same manner as any other class. When dropped, the course will not be entered on the permanent record. If the student fails to satisfy the teacher's stated expectations for the audit, the audit will not be listed on the permanent record.

### *Residence Credit Requirements*

A candidate for a degree must complete 24 hours of her last 30 hours at Meredith College. If four-hour courses are involved, 22 of the last 30 hours will suffice. For a student who enrolls for credit at one of the Cooperating Raleigh Colleges under the interinstitutional agreement, one additional course carrying up to four hours credit is permitted. A student who plans to complete her graduation requirements in December may take as many as 12 semester hours (or 14, if four-hour courses are involved) at another institution during the summer immediately prior to her final semester, provided she completes at least 12 hours at Meredith during each of her last two regular semesters.

A student who desires teacher certification from Meredith must complete at Meredith Education 439, Observation and Directed Teaching, and, if required for her program, the following methods courses: Ed. 455, 456, 457, 458, Art 734, Music 720, 721, 722, and any methods courses numbered 764.

A senior transfer student from a regionally-accredited institution must complete at least 30 hours at Meredith. If a senior enters from a college not accredited by the regional accrediting agency, she must complete at least 60 hours at Meredith.

Students who have a bachelor's degree from another institution and wish to receive professional certification at Meredith in

teacher education or social work must complete 30 semester hours at Meredith.

A student transferring to Meredith with junior classification will be expected to take at Meredith at least 12 hours in the department in which she is a major. A student transferring with senior classification will be expected to take at Meredith at least nine hours in the department in which she is a major.

A student in the physician's assistant program will complete the last year of her work at Bowman Gray Medical School in Winston-Salem.

## *Transfer Credit*

When the candidate comes from a college accredited by the Southern Association of Colleges and Schools or by an equivalent regional accrediting association, she generally will be given credit for the courses acceptable toward a degree at Meredith. A candidate from a technical institute or business college should read the next section for information concerning the treatment of credit earned. A candidate from a non-accredited college may be given provisional credit which must be validated by examinations or by success in work undertaken at Meredith. In order to validate provisional credit other than by examination, she must complete a minimum of 15 semester hours with a C average.

The maximum credit accepted from two-year colleges is 66 semester hours and from nursing schools, 35 semester hours. Credits may not be transferred from non-college affiliated nursing school programs to the Bachelor of Science in Nursing Transfer Curriculum.

## *Credits from Technical, Business, Bible, and Nursing Schools*

For a student transferring to Meredith from a technical, business, Bible, or nursing school, each course from that institution is evaluated individually. The items reviewed in considering the acceptance of the credit are the description and content of the course, the student's performance on the course, and the accreditation of the institution.

## *Credit for Extra-Institutional Instruction*

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponosored by associations, business, government, industry, the military, and unions, may wish to seek advanced placement and credit at Meredith. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department head to decide upon any credit given. In some cases, departmental examinations will be used for determining

maximum amount that may be awarded for extra-institutional instruction. Further information may be obtained by writing to the Office of Continuing Education.

### *Old Credit*

In evaluating credit earned more than 10 years prior to enrollment at Meredith, the registrar will consult with the appropriate departmental head.

### *Restricted Credit for Juniors and Seniors*

Juniors may take as many as four semester courses numbered in the 100's. Seniors may take as many as two semester courses numbered in the 100's.

### *Credit in Music*

Of the 124 hours required for graduation, no more than four may be in ensemble credits. Additional ensemble credits, however, will be recorded on students' transcripts and will count in grade point averages. (See page 121 for list of ensemble courses.)

### *Credit in Physical Education*

Of the minimum 124 hours required for graduation, no more than eight hours may be physical education activity courses. Exceptions to the maximum of eight hours for students minoring in physical education must be approved by the head of the Department of Physical Education and by the academic dean or registrar. When the physical education requirement is met, any additional physical education activity course taken for a grade is counted in the quality point ratio.

## GRADING SYSTEM

Each course receives one official semester grade as an evaluation of the entire work of the student during the semester. A grade report is sent to the student at the home address. The student may request an additional copy to be sent to another address by making this request in writing with the Office of the Registrar. Additional requests for reports will be processed as transcript requests for which a fee will be required.

## *Standard Grading*

In spite of the fact that different disciplines demand different emphases, that in certain areas special skills are necessarily involved, and that absolute uniformity would be impossible and perhaps undesirable, effort has been made to formulate some statement of interpretation of the letter grades.

| | |
|---|---|
| A | Sustained mastery of course content and consistent demonstration of individual initiative and insight beyond the fulfillment of course requirements. |
| B | Work displaying accurate knowledge of course content and some ability to use this knowledge creatively. |
| C | Work demonstrating familiarity with basic course concepts, related methods of study, and full participation in class work. |
| D | Work below the minimum standard as defined above. Although falling below this minimum, it is considered of sufficient merit to be counted toward graduation if balanced by superior work in other courses. |
| P | Passing on a course elected for pass-fail grading. Neither hours nor quality points are used in computing grade point averages. |
| F | Failure which may not be made up by re-examination. |
| I | The student's work is incomplete. If an I is not completed by the final class day of the next semester, it automatically becomes an F. |
| N | An interim grade assigned when there is no report by the instructor. |
| Z | An interim grade assigned only in a course that does not terminate at the end of the current grading period. This interim grade is not included when computing the current quality point average. |
| WF | The student was not passing when she withdrew from the course. A course with a grade of WF will count as hours attempted. See WP for withdrawal procedure. |
| WP | The student was passing when she withdrew from the course. A course with a grade WP does not count as hours attempted. Withdrawal from class with a WP mark is permitted at any time prior to one calendar week before the last day of classes. |
| W | The student withdrew from college or a course for medical or other emergency reasons or withdrew from a course during the first four weeks of the semester. W is given only upon medical or emergency withdrawal. A course with a W grade does not count as hours attempted. |
| Au | The student completed a satisfactory audit. |

## *Pass-Fail Policies*

Some courses are taught only for pass-fail grading. A student may register for these courses during a given semester in addition to the following pass-fail options.

### Pass-Fail Options

A. During her junior and/or senior years, a student may elect for pass-fail grading two courses outside her major field and, with the department's permission, a seminar in her major field. Only one such course may be elected during a single semester. A department may choose to restrict grading in a departmental seminar to A-F grading for majors in that department. Excluded are all courses pursued to satisfy area distribution requirements in the four categories: humanities and fine arts, social and behavioral sciences, mathematics and natural sciences, and health, physical education, and dance.

B. Physical education activity courses taken as a degree requirement are graded pass-fail for all students. Activity courses taken in addition to the four-hour requirement may be taken for a letter grade or may be taken pass-fail in addition to other pass-fail options.

### General Regulations

1. Course content and requirements will be the same for P-F registrants as for regular students, and minimum performance for P will be equivalent to minimum performance for letter grade D.
2. In computation of grade point averages an F on a P-F course will be computed as hours attempted; a P will not be computed as hours attempted.
3. When a student registers for the semester in which she elects the P-F option for a course, she will designate the course that she so elects. No changes in such option will be allowed after the first 20 days of the semester.
4. A student who changes her major to a department in which she has already taken P-F work may credit only one P-F course in the new major. If she has taken more than one such course, she will forfeit credit in the new major.
5. A student may elect the pass/fail option for a summer course for work taken at another college. This must be approved prior to taking a course.
6. Responsibility for compliance with all rules governing the P-F system rests with the student.

## *Quality Point Ratio*

Each student has her grade averaged in two ways: a Meredith average and an overall average. Each semester hour with a grade of A carries four quality points; B, three; C, two; D, one; F, none. The quality point ratio is calculated by dividing the number of quality points earned by the number of semester hours attempted, whether passed or not. A course that is repeated does not count toward additional hours attempted in calculating the quality point ratio.

# ACADEMIC RECOGNITION

## *Classification*

Students are to be classified on the following basis:

| Classification | Semester Hours Credit |
|---|---|
| Freshman | 1-25 |
| Sophomore | 26-59 |
| Junior | 60-89 |
| Senior | 90 and above |

## *Dean's List*

At the end of each semester a Dean's List is published in recognition of those students who have achieved a high academic level in their courses for that semester. Students who pass all Meredith and Cooperating Raleigh College courses with at least a 3.20 grade point average will be placed on the list. The students must have completed at least 12 semester hours during the semester, including courses at other Cooperating Raleigh Colleges. An F, WF, or I grade disqualifies a student for the Dean's List for that semester.

## *Graduation with Distinction*

The degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the following conditions:

A. A student must have been in residence at Meredith long enough to have earned a minimum of 57 semester hours in courses at Meredith and interinstitutional courses at other Cooperating Raleigh Colleges.

B. For the purpose of computing the standing of a student, two averages must meet the required standards established for honors.

1. Meredith credits -- all courses taken at Meredith.
2. Total credits -- all courses taken at any institution, including Meredith.

C. Students whose average is at least 3.2 quality points per semester hour are graduated cum laude; those whose average is at least 3.6 quality points per semester hour are graduated magna cum laude; those whose average is at least 3.9 quality points per semester hour are graduated summa cum laude.

## RECORDS

### *Registration*

Registration instructions and class schedules are available approximately three months before a term begins. After a student is registered, schedule changes are handled through the registrar's office.

### *Transcripts*

The Office of the Registrar serves as a repository of academic records for college credit and CEU courses. It sends all official transcripts and serves as the student enrollment verification office. Transcript requests must be made in writing by the student to the Office of the Registrar. The $2.00 fee for each transcript is required in advance.

Name and address changes are reported to the Office of the Registrar for distribution to other offices on campus. Formerly enrolled students report their changes to the Office of Alumnae Affairs.

All services in the Office of the Registrar are contingent upon satisfactory college accounts and other college obligations.

## SATISFACTORY PROGRESS, RETENTION AND SUSPENSION

To continue their enrollment at the college, all undergraduate degree candidates are expected to maintain satisfactory progress toward graduation. Satisfactory progress means maintaining at least the minimal expected quality point ratio.

A student is considered to be making minimal progress if she has earned at the end of any semester the appropriate quality point ratio indicated on the following chart:*

| *Total Hours Attempted* | *Minimum Expected Meredith QPR* |
|---|---|
| 1-25 | 1.35 |
| 26-59 | 1.65 |
| 60-89 | 1.85 |
| 90 and above | 1.90 |

When a student fails to achieve minimum progress, she will be placed on academic probation for the following semester. A student on academic probation who does not meet the minimum Meredith quality point ratio at the conclusion of the spring semester will be suspended for the following fall semester. This student will be allowed to make up deficiencies at Meredith during the summer sessions. If her summer work does not raise her Meredith QPR to the minimum standard established for retention (see chart), she will be suspended for one semester. Students on academic probation will not be approved to take summer course work at another college or university.

A suspended student may apply for re-admission and re-enroll for any subsequent semester if space is available. A re-admitted student is on probation and must prove herself by raising her Meredith QPR to the minimum standard outlined in the above chart. However, a re-admitted student who makes at least a 2.0 semester QPR during her first semester back will be allowed one additional semester to achieve the required Meredith QPR.

The student has the right to appeal the academic suspension. She must appeal in writing to the Vice-President and Dean of the College within 10 days of receipt of the notice of suspension. A retention committee will be appointed by the Vice-President and the Dean of the College to hear the appeal.

If a student is on academic probation after one or more consecutive semesters of being off, she will be subject to the ruls which apply to a first time student.

* Students who are certified to receive benefits from the Veterans Administration are expected to follow a more restrictive chart. This chart is available in the Office of the Registrar.

* Students who are receiving financial assistance are required to meet additional standards of satisfactory acadmic progress for aid to be continued. The statement "Policy and Procedures for Determining Satisfactory Academic Progress" is availabe from the Office of Scholarships and Financial Assistance.

## OFFICIAL WITHDRAWAL

Official withdrawal from the College is effected by all students through the Office of the Dean of Students. Failure to make official withdrawal forfeits the right of honorable dismissal.

# Courses Of Study

- Lower level courses are numbered in the 100's and 200's; upper level courses 300's and 400's; educational method courses in academic disciplines, 700's; special courses, 900's.
- Brackets enclosing the number and title of a course indicate that the course is not given for the current year.
- The college does not guarantee to offer any course listed for which there is not a minimum registration of 10 students.
- A "Block" course is taught for the first part of a semester, five days a week. Student teaching under supervision is scheduled for the second part of either semester.

## SPECIAL STUDIES

Special studies courses are available in all departments in the following categories:

### 910 INDEPENDENT STUDY

A program of study involving a minimum of guidance and allowing truly autonomous study.

### 920 DIRECTED INDIVIDUAL STUDY

An individual course of study in an area selected and planned by a student in consultation with an instructor. Appropriate guidance provided by the instructor.

### 930 COMMUNITY INTERNSHIP

An internship in practical work, permitted if the work has a basis in prior course work and involves intellectual analysis. Supervision by an instructor and by a representative of the agency or institution in which the work is done.

### 940-949 GROUP STUDY

A course on a special topic which is not already on the curriculum.

Special Studies courses are governed by the following procedures:

1. A course may be proposed by students or faculty.
2. Each course must have the approval of the department head in which credit is given.
3. Each course must have the approval of the dean of the college.
4. Approval for group study of special topics is granted on a one-semester basis.
5. An approved group study course is listed in the schedule of courses offered and enrollment is through the usualy procedures.
6. Approval for independent study, directed individual study, and community internship must be secured by each student by registration day of the semester during which the course is to be aken.
7. Up to four semester hours credit may be granted for such courses.
8. The option may be pursued on multiple occasions.
9. Special studies courses may be designated for pass-fail grading by those persons responsible for approving them. A student may elect these in addition to her P-F options.

## INTERDISCIPLINARY STUDIES

Several departments intermittently offer opportunities for interdisciplinary study. These studies are designed to encourage synoptic thinking on themes that cut across several disciplines.

### IDS 100 APPRECIATION OF FINE ARTS

A course designed to acquaint students primarily with the visual artist and the musician, the tools with which they work, and their means of personal expression. It will seek to establish the areas of similarity between the arts and to define those areas of individual uniqueness which each area of the arts possesses. Discussions of dance and theatre are also included. Counts as elective in the humanities and fine arts. *Credit, three hours.*

## WOMEN'S STUDIES

Various departments intermittently offer courses which examine different facets of life as a woman. Some examples are women in history, the psychology of women, women in literature, and interdisciplinary courses. Individual studies are always available for students who have interests in particular areas.

Personal development seminars are offered from time to time in self-understanding, assertiveness, and decision making.

## CAREER STUDIES

### CPS 101 CAREER PLANNING SEMINAR

Designed to aid freshmen and sophomores in exploring career fields and employment trends, in assessing personal interests, abilities, and strengths; and to develop decision-making skills for relating this information to career plans. The seminar will include speakers and films. Open to all freshmen and sophomore students. Offered for pass-fail only. *Credit, one hour.*

### COE 302 COOPERATIVE EDUCATION

Supervised professional employment related to student career goals alternating with academic study. Prerequisite: 60 semester hours of college credit. Pass/Fail grading only. *Credit, one to four hours.*

### COE 403 COOPERATIVE EDUCATION

Supervised professional full-time employment related to student career goals. Prerequisite: COE 302. Pass/Fail grading only. *Credit, one to four hours.*

## ART

Associate Professor Greene, *Head*; Associate Professors White and Maron; Assistant Professor Short; Adjunct Bailey, Givvines, Greenberg, Harbison, Norton, and Reuer.

The department offers a Bachelor of Arts degree with a major in art to which can be added concentrations in studio art or art education certification.

The student who studies art at Meredith learns to function creatively in a variety of studio experiences and gains an understanding of the artistic productivity of human culture through courses in art history. Wherever possible, the student is expected to begin the studio program in her freshman year, though special provision may be made for transfer students.

All art majors are required to complete the core curriculum of 24 hours. The addition of three elective hours in art history and six elective hours in upper level studio courses meets the minimum requirement of 33 hours in art for the Bachelor of Arts degree. If the student wishes to pursue art as a profession she is encouraged to add a concentration of 21 hours of upper level art courses to the core which will allow for specialization and the development of personal style. Through the Special Studies Program a student may add even greater depth of experience to her program. Contract majors in art history and arts management are also possible for the student who desires a more specialized program.

Students planning to enter graduate school are urged to consult early with the chairman of the art department in order to gain maximum preparation from the undergraduate program at Meredith.

## *Requirements for a Major*

The major in art shall consist of at least 33 hours in art including:

(A) The core curriculum

| | |
|---|---|
| 101 Drawing I | 3 |
| 102 Drawing II | 3 |
| 103 Basic Color and Design | 3 |
| 104 Basic 3-D Design | 3 |
| 100 Theory and Practice of the Visual Arts | 2 |
| 120 Introduction to Art History | 3 |
| 322 Modern Art History | 3 |
| 210 Painting I | 3 |
| 492 Senior Project<br>(Exhibit, portfolio, or research) | 1 |
| | 24 |

(B) Nine hours of electives in art courses numbered 200 or above, three of which must be in Art History

Total Hours 33

## Art Concentrations

*The Studio Art Concentration* is designed for those students who intend to pursue the practice of the visual arts as a profession. The concentration provides adequate preparation for entrance into graduate school or entering many fields as a professional.

A major in art with a concentration in Studio Art shall consist of 45 hours including (a) the core curriculum; (b) three additional elective hours in Art History; (c) eighteen additional elective hours from the areas of Drawing, Painting, Sculpture, Ceramics, Interior Design, Crafts, Printmaking, Photography, and Graphic Design. These elective hours must include a minimum of nine hours in one studio area.

*The Art Education Certification Concentration* is designed for those students who wish to pursue the teaching of art as a profession. This concentration will result in certification by the state of North Carolina to teach art in grades K through 12. A major in art with Art Education Certification consists of 61 hours as defined below:

The Art Education Concentration

| | | |
|---|---|---|
| I. The Core Art Curriculum | | 24 |
| II. Other Required Art Courses | | 18 |
| 200 Ceramics | 3 | |
| 265 Sculpture | 3 | |
| 270 Fiber or Metal Crafts | 3 | |
| 350 or 351 Printmaking | 3 | |
| 310 Advanced Painting | 3 | |
| Art History Elective | 3 | |
| III. Professional Education Courses | | 22 |
| Foundations of American Education (EDU 232) | 3 | |
| Educational Psychology (EDU 234) | 3 | |
| Reading in the Content Area (EDU 471) | 1 | |
| Theory and Methods of Teaching Art K-6 — 734 | 3 | |
| Theory and Methods of Teaching Art K-12 — 735 | 3 | |
| Student Teaching | 6 | |
| Psychology of the Exceptional Individual (PSY 205) | 3 | |
| Total Hours | | 64 |

Requirements for a minor: A minor in Art shall consist of 21 credit hours including Art 101, 103, 120 and four elective courses, two of which must be in the same studio area.

## Art History

### 120 INTRODUCTION TO ART HISTORY

A one semester lecture course designed to introduce students to great works of visual art of past and present civilizations, to be considered in historical sequence. Emphasis is placed on art of the Western world. As an aid to students in their full appreciation of art, attention is given to techniques and aesthetic principles. Required of art majors. *Credit, three hours.*

### 220 INTRODUCTION TO NON-WESTERN ART

A survey of the visual art forms produced by societies other than those within the Western tradition. Fall. *Credit, three hours.*

### 320 ANCIENT AND MEDIEVAL ART

A comprehensive survey of art from pre-historic times through the early Christian periods. The civilizations of ancient Egypt, Mesopotamia, Greece, Rome, and the early Christian civilization through the Romanesque and Gothic periods will be focal points for discussion. Prerequisite: ART 120 or permission. *Credit, three hours.*

### 321 RENAISSANCE AND BAROQUE ART

A comprehensive survey of architecture, sculpture, and painting from the early 14th through 18th centuries. Special emphasis will be given to the Italian Renaissance and the art of northern Europe. Prerequisite: ART 120 or permission. *Credit, three hours.*

### 322 MODERN ART

A comprehensive survey of architecture, sculpture, and painting from the mid-18th century to the present day. Special emphasis will be given to the study of major movements in modern painting, including Classicism, Romanticism, Impressionism, Expressionism and Cubism. Contemporary art will be viewed through lectures and current exhibitions. Required of art majors. Prerequisite: ART 120 or permission. Spring. *Credit, three hours.*

## Studio Art

**(Studio fees are assessed for most studio courses.)**

### 100 THEORY AND PRACTICE OF THE VISUAL ARTS

Concepts and theories inherent in the visual arts are encountered and discussed with regard to their practical application by the serious student of art (for art majors only or permission) Fall. *Credit, two hours.*

### 101 BASIC DRAWING I

A study of basic drawing fundamentals and relationships within the pictorial composition. Required of art majors. Six studio hours per week. *Credit, three hours.*

### 102 BASIC DRAWING II

An extension of the concepts and techniques encountered in Beginning Drawing I with an emphasis on the human figure and experimental drawing techniques. Prerequisite: ART 101. *Credit, three hours.*

### 103 BASIC COLOR AND DESIGN

Detailed analysis of the elements and principles of design with emphasis on solving problems involving color. Work in this course will be primarily two-dimensional. Required of art majors. Six studio hours per week. *Credit, three hours.*

### 104 BASIC THREE-DIMENSIONAL DESIGN

Detailed analysis of the elements and principles of design as used in three-dimensional art work. Required of art majors. Six studio hours per week. *Credit, three hours.*

### 301 LIFE DRAWING

A concentrated study of the human figure through drawing from the live model. Anatomy, foreshortening, and expressive interpretation of the figure will be emphasized. Prerequisite: ART 101 or permission. May be taken more than once. *Credit, three hours.*

### 210 BEGINNING PAINTING

An introduction to the basic techniques and media of painting. Oil, acrylic, watercolor, and other media will be encountered in a traditional approach to painting. Prerequisite: ART 101, 102, and 103 or permission. *Credit, three hours.*

### 310 ADVANCED PAINTING

An extension of the concepts and techniques encountered in ART 210 with an emphasis upon individual production and experimental techniques. Prerequisite: ART 210. May be taken more than once. *Credit, three hours.*

### 230 BEGINNING PHOTOGRAPHY

Introduces the use of the camera, lighting, and composition; darkroom techniques for making photograms, contact prints, enlargements, and manipulated prints; print finishing and presentation. Emphasis upon the use of the photographic process as an artistic medium. Student must have 35mm or 120 film size camera with adjustable focusing, shutter speeds, and lens openings. Six studio hours per week. *Credit, three hours.*

### 231 INTERMEDIATE PHOTOGRAPHY

An extension of the concepts and techniques encountered in ART 230 with an emphasis upon experimental techniques and the pursuit of photography as a fine art form. Prerequisite: ART 230. May be taken more than once. *Credit, three hours.*

### 330 ADVANCED PHOTOGRAPHY

The emphasis in this course will vary by semester through several professional dimensions of photography, including color photography, portrait photography, and photography for advertising. Prerequisite, ART 230. May be taken more than once. *Credit, three hours.*

### 240 BEGINNING GRAPHIC DESIGN

An introduction to visual communication for industry through the study of typography and illustration. Emphasis on design and skill development including layout and camera ready mechanicals that will be prepared for printing. Prerequisites: ART 101 and 103 or permission. *Credit, three hours.*

### 241 INTERMEDIATE GRAPHIC DESIGN

An extension of the concepts and techniques encountered in ART 240. Emphasis will be placed upon the development of professional quality design, integrating skills into the conception, design, and layout of more advanced finished products. Prerequisite: ART 240 or permission. *Credit, three hours.*

### 340 ADVANCED GRAPHIC DESIGN

The emphasis will vary by semesters through several dimensions of graphic design including fashion illustration, children's book illustration, advertising illustration, advanced calligraphy, and printed textile design. Prerequisite: ART 240. May be taken more than once. *Credit, three hours.*

### 346 INTERIOR DESIGN

See HEC 346. *Credit, three hours.*

### 447 ADVANCED COMMERCIAL DESIGN

See HEC 447. *Credit, three hours.*

### 448 ADVANCED RESIDENTIAL DESIGN

See HEC 448. *Credit, three hours.*

### 350 PRINTMAKING I

Emphasis on Intaglio and relief processes. Prerequisite: ART 101 and 102 or permission. Six studio hours per week. May be taken more than once. Fall. *Credit, three hours.*

### 351 PRINTMAKING II

Emphasis on lithographic or stencil processes. Prerequisite: ART 101 and ART 102 or permission. Six studio hours per week. May be taken more than once. Spring. *Credit, three hours.*

### 260 BEGINNING CERAMICS

Basic understanding of construction in clay is accomplished through hand building, throwing on the wheel, and experimental techniques. Glazing and firing are integral elements of the course. *Credit, three hours.*

### 361 ADVANCED CERAMICS

An extension of the techniques and concepts encountered in ART 260. Emphasis will be placed upon gaining depth of experience in a more limited number of approaches. Prerequisite: ART 260. May be taken more than once. *Credit, three hours.*

### 265 SCULPTURE

An introduction to the basic sculptural concepts through modeling, carving, casting, and assembling various sculptural media. Prerequisite: ART 104 or permission. *Credit, three hours.*

### 270 FIBER OR METAL CRAFTS

An introduction to the crafts of weaving, batik, jewelry, and enameling as art forms. *Credit, three hours.*

## Art Education

### 734 THEORY AND METHODS OF TEACHING ART IN THE ELEMENTARY SCHOOL

**(for art majors)**

A study of the development of art education in American elementary schools and the relationship between creative behavior and child growth through the visual arts are developed through research and practicum situations. Methods for teaching exceptional children are also studied. Prerequisite: 12 hours in art. May not be counted in the core or toward general education requirements. Fall. *Credit, three hours.*

### 735 THEORY AND METHODS OF TEACHING ART IN THE SECONDARY SCHOOL

**(for art majors)**

A theoretical study of traditional and experimental methods of teaching art at the secondary level. Attention is given to the creative visual development of all adolescents. The development of programs which deal with both the non-artist and the future artist is a priority. Prerequisite: 12 hours in art. May not be counted in the core or toward general education requirements. Spring. *Credit, three hours.*

### 744 ART IN THE ELEMENTARY SCHOOL

Designed to provide an understanding of the role of art in society, in the school curriculum, and in child development. Emphasis on developing positive self-expression and creative thinking processes through the training of perceptual sensitivity. Lesson planning, media, methods, and techniques of evaluation are encountered through student presentations. Correlation of creative art activities with the various academic subject areas is stressed. Programming for exceptional children in the mainstream class is also treated. May not be counted toward general education requirements. Prerequisite: IDS 100. *Credit, two hours.*

### 492 SENIOR EXHIBITION/PROJECT

All senior art majors should register for this course in the last semester of the senior year. A special exhibition of art work, a design project, or a research project is required to demonstrate the level of proficiency and expertise attained by the art graduate. *Credit, one hour.*

# BIOLOGY AND HEALTH SCIENCES

Professor Bunn, *Head;* Professor Booth; Associate Professor Reid; and Assistant Professor Grimes. Assistant professor Smith; Instructor Sullivan.

The Department of Biology and Health Sciences meets the needs of the liberal arts student with several introductory courses providing a contemporary molecular emphasis which relates the field to the physical sciences, home economics, and other disciplines. Advanced courses provide opportunities for in-depth exposure to many areas of the biological sciences.

Bachelor of Science and Bachelor of Arts degrees in biology and health sciences provide training for academic and industrial research, teaching, and medical technology. A biology major provides all needed prerequisites for post-graduate studies in the various areas of medical technology, medicine, dentistry, veterinary medicine, public health administration, physical therapy, opthalmology, and graduate studies in all areas of the biological sciences.

The Bachelor of Science in Nursing is offered in cooperation with Duke University School of Nursing and Medical Center. The program is designed for the practicing registered nurse who is seeking preparation for the professional level. Courses are offered in evenings as well as during the day to meet the needs of nursing schedules. The program is being developed with consultation from the National League for Nursing. Although accreditation by the National League for Nursing is never guaranteed, our aim is to meet their guidelines and seek the accreditation. Application to the program should be made through the Office of Continuing Education.

## *Requirements for a Major*

### BACHELOR OF ARTS — Biology

Thirty semester hours in biology, including 101, 102, 141, 211, 222, 331, 334, 321, or 436 and corequisite laboratory courses. Other requirements include CHE 111, 112, and 221; and corequisite laboratory courses, and mathematics through at least one semester of calculus (MAT 211); SCI 764 does not count toward a major. Students qualifying for a teaching certificate in high school biology must also include one year of either physics or earth science.

Students who elect biochemistry as a requirement must take the lecture and the laboratory.

## BACHELOR OF SCIENCE — Medical Technology

Twenty-four hours in biology at Meredith, including 101, 102, 141, 222, 321, or 323, 331, and 334. Other requirements include mathematics through one semester of calculus, CHE 111, 112, 221, 222, or 436, corequisite laboratory courses for a minimum of 98 hours at Meredith, and completion of the medical technology program at Duke (page 58).

## BACHELOR OF SCIENCE — Health Science

Twenty semester hours in biology, including BIO 101, 102, 141, 331, 334, 322, corequisite laboratory courses, plus prerequisite courses.

Other requirements include:

1. A concentration, including the courses specified, of at least eighteen hours in any one of the following areas:
    - Chemistry — CHE 111, 112, 221, 222, PHY 211, 212, plus corequisite laboratory courses.
    - Home Economics — HEC 124, 227, 428, 429, plus prerequisite courses.
    - Psychology — PSY 100, 200, 204, 205, 308, 406.
2. Completion of 98 credit hours at Meredith by the end of the junior year.
3. At least five hundred hours of clinical experience (community internships, volunteer, etc.)
4. Successful completion of the first year of the Physician Assistant program at Bowman-Gray School of Medicine.

## BACHELOR OF SCIENCE — Nursing

Registered nurses seeking a BSN may complete general education and science requirements needed for transfer to any of the area colleges offering the Bachelor of Science in Nursing. Advising on appropriate course selection is provided through the Office of Continuing Education and the Department of Biology and Health Sciences.

Suggested courses include:
BIO 101, 141, 322, and 334* with co-requisite laboratory courses CHE 111, 141, 112, and 142.

* Chemistry courses should be taken prior to BIO 334.

Departmental exams for all courses listed above are available.

## BACHELOR OF SCIENCE

Thirty-six semester hours in biology, including 101, 102, 141, 211, 222, 323, 331, 334, and 321 or 436 plus one approved biology elective and corequisite laboratory courses. Two hours of biology seminar or special studies in additon to the courses listed above. Thirty-three hours of related subjects as listed in the B.A. requirements above plus PHY 211 and 212, one additional upper level, three or four hour course in chemistry, and one additional advanced course in mathematics (245 or 212 recommended).

Students who elect biochemistry as a requirement must take the lecture and the laboratory.

### 101 GENERAL BIOLOGY I

A course presenting a number of the central principles of biology and relating them to everyday experience. Areas of study include: biology at the cellular and subcellular levels, vertebrate physiology and anatomy with an emphasis on man, and biology of the flowering plants. Three lectures per week. *Credit, three hours.*

### 141 GENERAL BIOLOGY I LABORATORY

Laboratory exercises designed to illustrate the principles considered in BIO 101. Topics include cell biology and the anatomy and physiology of vertebrate animals and flowering plants. Corequisite or Prerequisite: BIO 101. *Credit, one hour.*

### 102 GENERAL BIOLOGY II

A continuation of general biology. This course provides the student with an introduction to five major topics in biological science. These are microbiology, a survey of plants, a survey of animals, genetics, and ecology. Emphasis is on both basic biological principles and applied topics related to these principles. Corequisite: BIO 142. Three lectures per week. *Credit, three hours.*

### 142 GENERAL BIOLOGY II LABORATORY

A selection of laboratory exercises designed to illustrate the basic principles presented in BIO 102. The exercises include the study of major plant and animal groups, experiments in bacteriology and genetics. Corequisite: BIO 102. Meets two hours per week. *Credit, one hour.*

### 211 ADVANCED PLANT BIOLOGY

An advanced plant science course combining basic studies in seed plant physiology and anatomy with traditonal plant morphology in which all major groups of the plant kingdom are surveyed. Prerequisite: BIO 101, 102. Corequisite BIO 241. Three lectures per week. *Credit, three hours.*

### 241 ADVANCED PLANT BIOLOGY LABORATORY

Laboratory study of plants to illustrate and supplement lecture material presented in BIO 211. Laboratory exercises will deal with life cycles and morphology of the major groups of the plant kingdom, anatomy and morphology of higher plants, and experiments in plant physiology. Corequisite: BIO 211. Three laboratory or field trip hours per week. *Credit, one hour.*

### 222 INVERTEBRATE ZOOLOGY

A comparative phylogenetic approach to the major groups of the invertebrate animals. Both type animals commonly encountered and transitional forms studies as to life history, morphology, physiology, ecology, and economic importance. Prerequisite: BIO 101, 102; Corequisite: BIO 242. Two lectures per week. *Credit, two hours.*

### 242 INVERTEBRATE ZOOLOGY LABORATORY

Laboratory studies include specific reference to classification, structure, function, ecology, and phylogeny of the major invertebrate phyla. Field trips are a possibility and would involve the study and collection of animals in their natural habitat. Corequisite: BIO 222. Six laboratory hours per week. *Credit, two hours.*

### 231 FOUNDATIONS OF GENETICS

A presentation of the basic concepts of genetics, emphasizing Mendelian inheritance as a background for discussions of molecular aspects of gene function. Examples for these lectures will include human as well as other animal, plant, and microbial systems. Prerequisites: BIO 101, 141, 102, 142 or equivalent. Recommended, MAT 110 or equivalent. *Credit, 3 hours.*

### 234 PRINCIPLES OF ECOLOGY

A study of the interactions between plants and animals and their environments. The effects of environmental factors on living systems are considered at the individual, population, and community levels. Prerequisite: BIO 101. Corequisite: BIO 244. Three lectures per week. *Credit, three hours.*

### 244 PRINCIPLES OF ECOLOGY LABORATORY

Laboratory studies of ecosystems to supplement lecture material presented in BIO 234 and illustrate some techniques involved in current ecological studies. Laboratory exercises will combine studies of plant, animal, and environmental interactions with experimental manipulations of selected ecosystems. Corequisite: BIO 234. Three laboratory or field trip hours per week. *Credit, one hour.*

### 301 THE SCIENTIFIC LITERATURE

See CHE 301. *Credit, one hour.*

### 302 EXPERIMENTAL DESIGN

See CHE 302. *Credit, one hour.*

### 321 COMPARATIVE VERTEBRATE ANATOMY

A course dealing with the morphology, anatomy, and development of the various vertebrate organs and systems of organs. Prerequisite: BIO 101, 102; BIO 222 recommended. Corequisite BIO 345. Two lectures per week. *Credit, two hours.*

### 345 COMPARATIVE VERTEBRATE ANATOMY LABORATORY

Study of the evolutionary history of the vertebrates and their relationship to the protochordates with emphasis being placed on the phylogenetic interrelationship of the organ-systems of various representative vertebrate groups. Corequisite: BIO 321. Four laboratory hours per week. *Credit, two hours.*

### 322 HUMAN ANATOMY AND PHYSIOLOGY

Study of the structure and function of the major tissues, organs, and organ systems of the human body. Prerequisites: BIO 101, 141, 102. Corequisite: BIO 342. Three lectures per week. *Credit, three hours.*

### 342 HUMAN ANATOMY AND PHYSIOLOGY LABORATORY

Students examine the structures of the human body. Also, exercises demonstrate functional aspects of the major organ systems. Prerequisites: BIO 101, 141, 102. Corequisite: BIO 322. Three laboratory hours per week. *Credit, one hour.*

### 331 GENETICS

A course designed to provide an understanding of the principles of classical, population, and molecular genetics and the relationship of these principles to human heredity, agriculture, evolution, and selected environmental problems. Prerequisites: BIO 101, 102, 141. Recommended, MAT 110 or equivalent. Corequisite for biology majors: Genetics laboratory (BIO 341). Three lectures per week. *Credit, three hours.*

### 341 GENETICS LABORATORY

Collection of laboratory exercises designed to provide some practical exposure to some of the general principles considered in Genetics, BIO 331. Laboratory work will be based upon a number of organisms including bacteria, fungi, higher plants, fruit flies, and man. Prerequisite: MAT 110 or equivalent. Corequisite: Genetics, BIO 331. Three laboratory hours per week. *Credit, one hour.*

### 323 VERTEBRATE PHYSIOLOGY

A comprehensive study of the principal processes involved in specialized cells, tissues and organ-systems including digestion, nutrition, blood and circulation, respiration, muscle and nerve coordination and integration. Anatomy to be studied when necessary to understand the functions of the different systems of the body. Prerequisites: BIO 101, 102; CHE 111, 112. Corequisite: BIO 343. Three lectures per week. *Credit, three hours.*

### 343 VERTEBRATE PHYSIOLOGY LABORATORY

Includes experimentation in digestion, blood analysis and circulation, respiration, excretion, and neuromuscular preparations. Especially adapted for students preparing to study medicine, nursing, dentistry, or to become medical technologists. Corequisite: BIO 323. Three laboratory hours per week. *Credit, one hour.*

### 334 MICROBIOLOGY

A general study of bacteria and viruses with emphasis on the application of the principles of bacteriology to clinical, industrial, and food science areas. Recommended for home economics majors. Prerequisites: BIO 101, 102, 141 and CHE 111, 112 or their equivalents. Corequisite: BIO 344. Three lectures per week. *Credit, three hours.*

### 344 MICROBIOLOGY LABORATORY

Laboratory includes culture and staining techniques as well as sterile techniques. Students isolate, characterize, and identify an organism from the environment, e.g. food, milk, soil, plants, or animals. Corequisite: BIO 334. Three laboratory hours per week. *Credit, one hour.*

### 400 RESEARCH

See CHE 400. *Credit, one to three hours.*

### 421 EMBRYOLOGY

Fundamental principles of embryological development in different animals, with special emphasis on fertilization, cleavage, germ layer formation, induction, and organogenesis. Prerequisites: BIO 101 and 102. Corequisite: BIO 441. Three lectures per week. *Credit, three hours.*

### 441 EMBRYOLOGY LABORATORY

A study of the principles of maturation and fertilization of eggs, organization and formation of germ layers and organ systems of diverse animals such as echinoderms, annelids, the frog, chick, and pig. Live material will be used whenever possible, and histological techniques will be used for preparation of individual slide sets. Three laboratory hours per week. *Credit, one hour.*

### 436 BIOCHEMISTRY

A study of the chemistry of biological systems involving metabolic interrelationships, reaction rates, control mechanisms, and integration of these reactions within the structural framework of the cell. Prerequisite: CHE through 221, and BIO 101. Also offered as CHE 436. *Credit, three hours.*

### 446 BIOCHEMISTRY LABORATORY

Collection of laboratory exercises designed to provide some practical exposure to some of the general principles in Biochemistry (BIO. 436), e.g. gas, thin layer, paper, column chromatography; polarimetry; as well as standard chemical tests. Corequisite: BIO or CHE 436. Three laboratory hours per week. *Credit, one hour.*

### 499 SEMINAR

May be taken for credit both junior and senior years. Offered for pass-fail grading only. *Credit, one hour.*

### SCI 764 THE TEACHING OF SCIENCE

May not be counted toward a major. *Credit, three hours.*

*Under Cooperating Raleigh Colleges, there are additional courses available at North Carolina State University in genetics, botany, zoology, and microbiology and elementary courses in geology which may be of interest to biology majors. Also, students interested in veterinary medicine may take required courses for that program as well.*

*Students who wish advanced study or research in biology should consult with the department head and arrange for it through the special studies options listed on page 77.*

## BUSINESS AND ECONOMICS

Associate Professor Spanton, *Head*; Professor Frazier; Associate Professors Johnson, Oatsvall, and Simmons; Assistant Professor Baker, Bledsoe and Wakeman; Adjunct Professor Behrman; Instructors Sasnett, Scott, Shuey, and Wessels. Adjunct Huggard, Johnston, C. Taylor, Spencer, and Zipin.

The department offers a B.S. degree in business administration with concentrations in accounting, economics, and management, a B.A. degree in economics, and the master of business administration (MBA).

### *Requirements for B.S. Degree in Business Administration*

Candidates for the Bachelor of Science degree in business administration must take 24 hours in a prescribed core and 24 additional hours in their chosen concentration.

The core consists of the following courses: ECO 210, 211; BUS 230, 231, 346, 366, 490; and MAT 245 (or equivalent).

The *Accounting Concentration* prepares candidates for the Certified Public Accountants (C.P.A.) examination and for entrance into a public or private accounting career. In addition to BUS 230 and 231 included in the core, students who elect this concentration must take BUS 333, 334, 335, 434, 438 and 437 or 332, and six hours of related electives selected from CSC 100/101, CSC 201, BUS 454, BUS 332,
BUS 435, BUS 437,
or other approved accounting courses.

The *Economics Concentration* affords students an opportunity to develop an understanding of economic theory and its application in preparation for research, planning and management positions in business, financial institutions or government agencies. In addition to ECO 210 and 211 included in the core, students who elect this concentration must take ECO 310, 311, BUS 499 and 15 additional hours chosen from approved economics and business courses numbered 300 and above, or related courses, approved by each student's adviser.

The *Management Concentration* provides an opportunity for students to strengthen leadership and decision-making skills and to prepare for operational and staff positions in production, marketing, finance and other business fields. In addition to the core courses, students who elect this concentration must take BUS 332, 499 and 18 additional hours from business and economics courses numbered 300 and above, or related courses, approved by each student's adviser.

### *Requirements for B.A. Degree in Economics*

Candidates for the Bachelor of Arts Degree in Economics must take 12 hours in the prescribed core of ECO 210, 211, 310, 311 and 15 more hours in approved economics or related courses for a total of 27 hours. Students in the major, particularly those planning to pursue graduate studies, are urged to take MAT 211 as well.

Each year a significant number of graduating seniors choose to pursue a graduate degree. Students who are considering this option are advised to take ECO 311 and MAT 211.

### *Requirements for Master of Business Administration Degree*

Details of the M.B.A. program are published in a separate graduate catalog. Information is available from the department office or from the Registrar.

The Department offers courses to prepare a student for the Basic Teaching Certificate in Business Education, as defined by the North Carolina Department of Public Instruction. Students seeking teacher certification pursue a specified series of additional courses. Students seeking certification should consult the Department Head.

### Accounting

#### BUS 230 PRINCIPLES OF ACCOUNTING I

A study of basic accounting principles, accounting cycle, and preparation and interpretation of financial statements. *Credit, three hours.*

#### BUS 231 PRINCIPLES OF ACCOUNTING II

The application of accounting principles to partnerships and corporations, income tax, introduction to cost accounting, analysis of financial reports and statements. Prerequisite: BUS 230. *Credit, three hours.*

#### BUS 332 MANAGERIAL ACCOUNTING

The analysis of financial data for managerial decision-making; interpretation of accounting data for planning and controlling business activities. Prerequisite: BUS 231. *Credit, three hours.*

#### BUS 333 COST ACCOUNTING

The analysis of cost factors and their relationships to production, emphasizing cost procedures and information systems; internal control budgeting. Prerequisite: BUS 231. *Credit, three hours.*

#### BUS 334 INTERMEDIATE ACCOUNTING I

The development of corporate financial accounting theory and its application to in-depth problems of financial statement account valuation, analysis of working capital, and determination of net income. Also included is a study of the development of accounting concepts and principles; short, intermediate, and long-term obligations; and investments. Prerequisite: BUS 231. *Credit, three hours.*

### BUS 335 INTERMEDIATE ACCOUNTING II

A continuation of BUS 334, featuring topics such as income measurement and valuation issues related to stockholder's equity; price level and fair value issues; special sales methods; accounting changes; pensions; leases; and income tax allocations. Related professional literature will be analyzed. Prerequisite: BUS 334. *Credit, three hours.*

### BUS 434 FEDERAL TAXATION OF INDIVIDUALS

A comprehensive interpretation and application of the federal income tax code as it pertains to the determination of taxable income and computation of tax liability for individuals. Prerequisite: BUS 231. *Credit, three hours.*

### BUS 435 FEDERAL TAXATION OF CORPORATIONS AND PARTNERSHIPS

A comprehensive interpretation, analysis, and application of the federal income tax code as it pertains to the determination of taxable income and tax liability for corporations, partnerships, estates and trusts. Prerequisite: BUS 434. *Credit, three hours.*

### BUS 437 ADVANCED ACCOUNTING

A study of financial accounting for complex business relationships, including home office-branch accounting, business combinations, consolidated financial statements, partnerships, governmental funds, and foreign exchange. Prerequisite: BUS 335. *Credit, three hours.*

### BUS 438 AUDITING

A study of auditing theory, practices, and procedures encompassing audit objectives, standards, evidence, control, professional ethics, and legal responsibility. Related materials of professional importance will be used. Prerequisite: BUS 335. *Credit, three hours.*

## Economics

### ECO 210 MACROECONOMIC PRINCIPLES

A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies. *Credit, three hours.*

### ECO 211 MICROECONOMIC PRINCIPLES

A study of market structures, profit maximization, consumer demand, resource demand and pricing, resource allocation, and consumer responsiveness to price changes. *Credit, three hours.*

### ECO 310 AGGREGATE ECONOMIC ANALYSIS

An intermediate level analysis of national income and employment determination, theories of economic growth and fluctuation, techniques and problems of monetary and fiscal policies to achieve macroeconomic goals of full employment, price stability, economic growth, and balance of payment equilibrium. Prerequisite: ECO 210. *Credit, three hours.*

### ECO 311 PRICE THEORY

A study of resource allocation, consumer utility maximization, elasticity, resource demand, and profit maximization under different market structures. Prerequisite: ECO 211. *Credit, three hours.*

### ECO 324 HISTORY OF ECONOMIC THOUGHT

A critical analysis of the development of economic ideas and philosphies, their origins and institutional framework, with primary emphasis on the interpretative study of outstanding economists of the past whose contributions have significance for contemporary economic theory. Prerequisites: ECO 210 and 211. *Credit, three hours.*

### ECO 364 LABOR ECONOMICS

An analysis of American labor in a changing economic and social order; special emphasis on labor history, labor organizations, collective bargaining, labor legislation, and the economics of wage determination. Prerequisites: ECO 210 and 211. *Credit, three hours.*

### ECO 374 CONSUMER ECONOMICS

An analysis of intelligent consumer decision-making in the marketpalce; economic, psychological, and traditional factors motivating consumer buying; government protection for the consumer; consumer credit institutions; insurance, investments, and management of personal and family finances. Also crosslisted as HEC 374. No credit given in major for business and economics. *Credit, three hours.*

### ECO 434 INTERNATIONAL ECONOMICS

A study of the foundations of international trade theory; development of international economic policies; foreign exchange and payments systems; and international institutions supporting trade, with special emphasis on the role of multinational corporations and common markets. Prerequisites: ECO 210 and 211. *Credit, three hours.*

### ECO 435 COMPARATIVE ECONOMIC SYSTEMS

An analysis of the economic systems of capitalism, socialism, and their variants; and an evaluation of those systems as a means of fulfilling basic economic goals. Special attention will be given to a comparison of the present economies of the United States, U.S.S.R., Great Britain, Japan, China, India, and the Common Market countries. Prerequisites: ECO 210 and 211. *Credit, three hours.*

### ECO 455 MONEY AND BANKING

A study of contemporary monetary theory and policy, including an examination of the value and purchasing power of money; the role of commercial banks; the central banking system and its monetary controls; and the relationship among prices, production, employment, and economic growth. Prerequisites: ECO 210 and 211. *Credit, three hours.*

**ECO 456 PUBLIC FINANCE**
A study of the principles of taxation and the budgetary expenditure process; the role of government in the allocation of resources, stabilization of the economy, income redistribution, and debt management. Prerequisites: ECO 210 and 211. *Credit, three hours.*

## Finance

**BUS 490 CORPORATION FINANCE**
A study of the principles of optimal financial policy in the acquisition and management of funds by the profit-maximizing firm; the application of theory to financial decisions involving cash flows, capital structure, and capital budgeting. Prerequisites: ECO 211, BUS 231, and MAT 245. *Credit, three hours.*

**BUS 491 INTERMEDIATE FINANCIAL MANAGEMENT**
An in-depth study of the applications of theory to financial decisions involving optimal capital structure, capital budgeting criteria, and long and short term financing. Prerequisite: BUS 490. *Credit, three hours.*

**BUS 492 INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT**
A study of the theory and practice of portfolio management; analysis of securities; risk evaluation; alternative investment opportunities; and optimizing behavior of the individual investor. Prerequisite: BUS 490. *Credit, three hours.*

## Marketing

**BUS 366 PRINCIPLES OF MARKETING**
An introduction to the principles, institutions, and techniques associated with the distribution of goods and services from the producer to the consumer. Not open to freshmen. *Credit, three hours.*

**BUS 366 PRINCIPLES OF MARKETING**
An analysis of professional selling practices with emphasis on the selling process and sales management. It will include the foundations of selling, the selling process, the difference in selling to customers and to the ultimate consumer, and the management of the sales function. Students will be required to make sales presentations. Prerequisites: BUS 346 and 366. *Credit, three hours.*

**BUS 467 ADVERTISING AND SALES PROMOTION**
An examination of the creative process, from strategy to execution, of advertising and promotional materials. Students will be required to develop the strategies, media plans, and draft executions of advertising and promotion materials. Prerequisites: BUS 346 and 366. *Credit, three hours.*

**BUS 468 MARKET MANAGEMENT AND PLANNING**
A study of the management and planning required for the development of marketing plans for products and services; a disciplined analysis of the needs, wants, perceptions, and preferences of markets as the basis for setting objectives and developing the plans to accomplish them. Students will be required to develop and present marketing plans for organizations. Prerequisites: BUS 346 and 366. *Credit, three hours.*

## Management

**BUS 110 FUNDAMENTALS OF BUSINESS**
A survey of business, introducing major operations of a firm including marketing, production, finance, and human resource management. This course also examines the economic, social and political environment of business. *Credit, three hours.*

**BUS 346 PRINCIPLES OF MANAGEMENT**
An introduction to the theory and application of management principles, skills and functions in the achievement of organizational efficiency and effectiveness. Not open to freshmen. *Credit, three hours.*

**BUS 384 BUSINESS COMMUNICATION AND REPORTS**
Analysis and composition of adjustment, credit, collection, employment, sales, and goodwill letters; preparation and presentation of oral and written business reports. Prerequisite: Ability to type. *Credit, three hours.*

**BUS 454 BUSINESS LAW**
A study of the legal practices and principles applied to contracts, negotiable instruments, bailments, sales, property, insurance, torts, and bankruptcy; place of law in society. *Credit, three hours.*

**BUS 446 PERSONNEL MANAGEMENT**
An examination of the principles, practices, and underlying theories of personnel management in relation to employee selection, training, motivation, and renumberation; interpersonal and group relationships; manpower planning. Prerequisite: BUS 346. *Credit, three hours.*

**BUS 480 BUSINESS INTERNSHIP**
Supervised experience in business or governmental institutions where work is related to student interest and concentration. Planned seminars. Limited to senior majors. Pass/Fail grading. *Credit, three hours.*

**BUS 494 DECISION ANALYSIS**
An introduction to the techniques of quantitative analysis of data for business decisions. Major topics coverend will include: decision-making under certainty and uncertainty, decision criteria, and linear programming. Prerequisites: MAT 245 and BUS 346. *Credit, three hours.*

**BUS 499 BUSINESS POLICY**
An in-depth study of managerial policy formulation, strategies and problems, including the influence of economic, social, and governmental factors. Required for management and economics concentrations. *Credit, three hours.*

## Other

**BUS 220, 221 TYPEWRITING**
Development of typewriting skills; application of skill and knowledge to business letters, manuscripts, tabulation problems, and office forms. Prerequisite for BUS 221: BUS 220 or a test demonstrating acceptable speed, control and production levels. *Credit, six hours.*

**BUS 344 OFFICE PROCEDURES AND MANAGEMENT**
Development of knowledge of duties and current office procedures required in an efficient business organization. Hands-on experience in the use of transcribing machines, word processors, and electronic calculators. Prerequisite: BUS 221 or equivalent. *Credit, three hours.*

* As of February 19, 1986 the Curriculum Committee has recommended deletion to the Academic Council.

**BUS 764 TEACHING OF BUSINESS**
Methods and materials for teaching business subjects in the secondary school; attention given to the study of philosophy and the objectives of business education and the importance of planning and evaluation. May not be counted toward a major in the department. *Credit, three hours.*

*Additonal courses in business and economics are available through the Cooperating Raleigh Colleges.*

*Students who wish advanced study and research in business and economics should consult with the departmental head and arrange for it through the special studies options listed on page 77.*

# CHEMISTRY AND PHYSICAL SCIENCE

Professor Shiflett, *Head;* Professor Bunn; Assistant Professors Birkin and Lewis; Adjunct Baunach and Whitehurst.

The chemistry and physical science department attempts to prepare students for a variety of goals in life. Introductory courses are available in chemistry, physics, and physical geography to satisfy the general education needs of the student. Students desiring more advanced study may design a minor in chemistry or chemical physics, or they may pursue a major in chemistry leading to a B.A. or B.S. degree.

The major in chemistry for the B.A. degree is designed to allow maximum flexibility. It is a good option for students treating chemistry as a second major. The major in chemistry for the B.S. degree has more specific

requirements than does the major for the B.A. degree. A major in chemistry, in addition to providing a well-rounded education, specifically prepares students for graduate school, a career in industrial chemistry, teaching, or a variety of health related fields such as dentistry, medicine, medical technology, pharmacy, or veterinary science.

For the student majoring in another discipline and desiring a concentration in chemistry, the following sequence of courses fits the requirements of most health-related professional schools: CHE 111, 112, 221, 222, and 350.

## *Requirements for a Major*

### CORE CURRICULUM

1. CHE 111, 112, 221, 222, 350, 499 (with corequisite labs)
2. PHY 211, 212 (with corequisite labs)
3. MAT 211

### BACHELOR OF ARTS

1. Core Curriculum
2. At least 22 hours in chemistry courses numbered 200 or above
3. At least 3 hours in mathematics numbered 200 or above

### BACHELOR OF SCIENCE

1. Core Curriculum
2. At least 28 hours in chemistry courses numbered 200 or above and including CHE 420, 430, 440
3. MAT 212 and 5 additional hours in mathematics at the 200 level or above
4. BIO 101

## Chemistry

### 111 GENERAL CHEMISTRY I

Fundamental concepts of chemistry, emphasizing stoichiometry, atomic and molecular structure, and chemical bonding. Three class hours per week. Corequisite: CHE 141. *Credit, three hours.*

### 141 GENERAL CHEMISTRY LABORATORY I

Laboratory experiments designed to supplement the work in CHE 111. Three laboratory hours per week. Corequisite: CHE 111. *Credit, one hour.*

### 112 GENERAL CHEMISTRY II

A continuation of fundamental concepts, with emphasis on kinetics, equilibria, electrochemistry, and descriptive chemistry. Three class hours per week. Prerequisite: CHE 111, 141. Corequisite: CHE 142. *Credit, three hours.*

### 114 COLLEGE CHEMISTRY

A continuation of fundamental concepts of chemistry with emphasis on equilibria, acid-base chemistry, descriptive inorganic and organic chemistry, and biochemistry. Intended as a terminal course for students whose curricula do not require chemistry above the 100 level. Prerequisite: CHE 111, 141. *Credit, three hours.*

### 142 GENERAL CHEMISTRY LABORATORY II

Laboratory experiments designed to supplement the work in CHE 112 and including qualitative and quantitative analysis.Three laboratory hours per week. Corequisite: CHE 112. *Credit, one hour.*

### 221 ORGANIC CHEMISTRY I

Fundamental principles, reactions, and mechanisms of organic chemistry. Three class hours per week. Prerequisite: CHE 112, 142. Corequisite: CHE 241. *Credit, three hours.*

### 241 ORGANIC CHEMISTRY LABORATORY I

Experimental techniques in synthesis and reactions of organic compounds. Three laboratory hours per week. Corequisite: CHE 221. *Credit, one hour.*

### 222 ORGANIC CHEMISTRY II

A continuation of CHE 221, emphasizing mechanisms, reactions, and physical methods of organic chemistry. Three class hours per week. Prerequisite: CHE 221, 241. Corequisite: CHE 242. *Credit, three hours.*

### 242 ORGANIC CHEMISTRY LABORATORY II

Experimental organic chemistry with emphasis on qualitative analyses of organic compounds using chemical tests and instrumental analysis. Three laboratory hours per week. Corequisite: CHE 222. *Credit, one hour.*

### 301 THE SCIENTIFIC LITERATURE

An introduction to the scientific literature, various literature search strategies, and a literature search on an assigned topic. Prerequisite: one laboratory science course. Also listed as BIO 301. Fall. *Credit, one hour.*

### 302 EXPERIMENTAL DESIGN

An introduction to experimental design and the analysis and evaluation of experimental data. Prerequisite: one laboratory science course. Also listed as BIO 302. Spring. *Credit, one hour.*

### 350 QUANTITATIVE ANALYTICAL CHEMISTRY

A study of the principles and techniques of chemical analysis including volumetric, spectrophotometric, and electroanalytic methods. Prerequisite: CHE 112. Three class hours and three laboratory hours per week. Offered Spring of even years. *Credit, four hours.*

### 401 RESEARCH I

A laboratory experience involving individual or small group participation in an ongoing research project. Two laboratory hours per week. Prerequisite: one laboratory science course. Also listed as BIO 401. Fall. *Credit, one hour.*

**402 RESEARCH II**
A continuation of CHE 401 with preparation of a final written report on research results. Prerequisite: one laboratory science course. Also listed as BIO 402. Spring. *Credit, one hour.*

**420 CHEMICAL THERMODYNAMICS AND KINETICS**
A study of the states of matter, thermodynamics, chemical equilibria, and reaction rates. Three lectures per week. Prerequisites: CHE 112, PHY 212, and MAT 211. Offered Fall of even years. *Credit, three hours.*

**430 ATOMIC AND MOLECULAR STRUCTURE**
A study of the modern theories of atomic and molecular structure and chemical bonding. Three lectures per week. Prerequisites: CHE 112, PHY 212, and MAT 211. Offered Spring of odd years. *Credit, three hours.*

**440 EXPERIMENTAL PHYSICAL CHEMISTRY**
Laboratory studies in electrochemistry, thermochemistry, equilibria, kinetics, and spectroscopy with emphasis on mathematical treatment of experimental data and technical report writing. Three laboratory hours per week. Prerequisite: CHE 420 or 430 or concurrent registration. *Credit, one hour.*

**436 BIOCHEMISTRY**
See BIO 436. *Credit, three hours.*

**446 BIOCHEMISTRY LABORATORY**
See BIO 446. *Credit, one hour.*

**474 INORGANIC CHEMISTRY**
Advanced concepts of theoretical and descriptive inorganic chemistry. Three class hours per week. Prerequisite: CHE 112, 142. Offered Fall of odd years. *Credit, three hours.*

**499 SEMINAR**
May be taken for credit more than one semester. Offered for pass-fail grading only. *Credit, one to three hours.*

## Physics

**204 PRINCIPLES OF PHYSICS**
A study for the non-science major of the fundamental principles of physics with emphasis on their relevant applications. *Credit, three hours.*

**211 GENERAL PHYSICS I**
A study of mechanics, thermodynamics, and waves. Three lectures per week. Prerequisite: MAT 211. Corequisite: PHY 241. *Credit, three hours.*

**241 GENERAL PHYSICS LABORATORY I**
Laboratory studies in mechanics, thermodynamics, and waves. Two laboratory hours per week. Corequisite: PHY 211. *Credit, one hour.*

**212 GENERAL PHYSICS II**
A study of electricity, magnetism, optics, and modern physics. Three lectures a week. Prerequisite: PHY 211. Corequisite: PHY 242. *Credit, three hours.*

**242 GENERAL PHYSICS LABORATORY II**
Laboratory studies in electricity, magnetism, optics, and modern physics. Two laboratory hours per week. Corequisite: PHY 212. *Credit, one hour.*

**430 ATOMIC AND MOLECULAR STRUCTURE**
See CHE 430. *Credit, three hours.*

## Geography

GEO 204 carries credit toward the area requirement in the natural sciences. GEO 205, 236 and 368 may be used for credit toward the area requirement in the social sciences.

**204 ELEMENTS OF PHYSICAL GEOGRAPHY**
An introductory survey of the physical environment, analyzing on a worldwide basis both the elements of weather and climate and the origin and reshaping of major landforms. Three class hours and one two-hour laboratory period per week. *Credit, four hours.*

**205 WORLD REGIONAL GEOGRAPHY**
A systematic survey of major world regions with emphasis on climates, landforms, resources and economics. Also includes discussions on political ties, and position in world trade. *Credit, three hours.*

**236 CONSERVATION OF NATURAL RESOURCES**
An introductory survey of the use and abuse of soils, minerals, water, forests, public lands, and recreational areas, with emphasis on the ever growing problem of preservation for future generations. *Credit, three hours.*

**368 POLITICAL GEOGRAPHY**
A study of the state as a political unit. Geographical analysis of national and international boundaries, the territorial seas, populations, administrative areas, interstate relations, foreign trade, colonies, and international organizations in their relation to the state. A systematic approach, with case studies. *Credit, three hours.*

**SCI 764 THE TEACHING OF SCIENCE**
May not be counted toward a major. *Credit, three hours.*

*Courses in the physical sciences are also available at North Carolina State University under Cooperating Raleigh Colleges.*

*Students who wish advanced study and research in chemistry and physics should consult with the department head and arrange for it through the special studies options listed on page 77.*

# EDUCATION

Associate Professor Johnson, *Head*, Professor Murray; Assistant Professor Clay.

## *Programs Offered*

Meredith offers undergraduate programs leading to the initial N.C. teaching certificate and a graduate program leading to the Master of Education Degree in elementary education and the N.C. graduate certificate in early childhood education or in intermediate education.

## *Education Programs*

### The Master of Education Degree Program

A brochure titled "Master of Education Degree Program" which provides complete information about the program can be obtained from the Education Department or from the registrar's office. A graduate catalog is also available.

### The Undergraduate Certification Programs

A student may choose a teacher education program in addition to her major program of study. A major subject must be selected from the list on page 54. Programs are available for the initial N.C. teacher certification in early childhood education (grades K-4); intermediate education (grades 4-6); middle grades education (grades 6-9); secondary education (grades 9-12): English, French, mathematics, biology, chemistry, social studies, and Spanish; special subject area education (grades K-12): art, music, and reading; and occupational education: business and office education and home economics education (grades 7-12).

A student also may choose to earn N.C. certification as a school social service worker in the program offered by the Department of Sociology and Social Work.

Although there are common elements in each of the N.C. certification programs, each of them is a distinctly different program designed for a specific purpose. The requirements for each program are described on the following pages. Additional information and advice are available in the Department of Education.

Although there are common elements in each of the N.C. certification programs, each of them is a distinctly different program designed for a specific purpose. The requirements for each program are described on the following pages. Students who plan to teach in the public or private schools should choose one of the programs early and pursue it throughout their undergraduate and graduate college experience. Additional information and advice are available in the Department of Education.

Admission to teacher education is open to both degree and nondegree women students who meet the standards established by the College.

I. Meredith Degree Students (Students enrolled in a program of study that will lead to a degree awarded by Meredith.)
   A. Students who plan to teach
      1. A student who plans to teach should consider the available teacher education programs, confer with her adviser, and select one as early as is feasible but no later than the second semester of the sophomore year.
         a. Students who plan to be middle grades education (6-9) teachers should confer with their advisers and select and declare a major to coincide with one of the concentrations available to middle grades education (6-9) students at Meredith.
         b. Students who plan to be secondary education (9-12) teachers, or special subject area education (K-12) teachers, or occupational education teachers should confer with their advisers and select and declare a major to coincide with the subject area in which they want to be certified.
      2. After selecting a major and the desired teacher education program the student should go to the Office of the Registrar and formally declare the major and indicate the desired teacher education program.
      3. The Registrar will send a copy of the completed Declaration of Major form to the Education Department. Upon receipt of the Form, the Department will send the student a packet of materials for Admission To Teacher Education and notify the student's adviser. The student should see that the Application for Admission to Teacher Education and all

supporting materials are filed with the Education Department as soon as possible. Completion of the application is interpreted as a strong indication of the student's serious intent and commitment to a career in teaching. NOTE: Applicant's overall grade point average must be 2.0 or above for admission to the program.

4. Each completed application is reviewed in the Department of Education and the applicant is notified of the admission decision by the Head of the Department of Education. An applicant can appeal the admission decision to the Teacher Education Committee by writing a letter to the Chairman of the Teacher Education Committee.

B. Students who plan to become school social service workers
   1. A student who plans to become a school social service worker should confer with her adviser, select an appropriate major and formally declare the major and the school social service worker certification program in the Office of the Registrar.
   2. The Registrar will send a copy of the Declaration of Major form to the Education Department which will send the student a packet of materials for Admission to Teacher Education and notify her adviser.
   3. The completed application is reviewed on the same bases as applications for admission to teacher education and each applicant is notified of the admission decision by letter by the Head of the Department of Education. An applicant can appeal the admission decision to the Teacher Education Committee by writing a letter to the Chairman of the Education Committee.

II. Nondegree Students (Students who have at least a baccalaureate degree, who are enrolled in a program of study that does not lead to a degree awarded by Meredith College but does lead to an initial or additional N.C. education certificate)
   A. All nondegree students seeking initial North Carolina education certification, an additional North Carolina education certificate, or North Carolina education certificate renewal should contact the Head of the Education Department.
   B. Students with a baccalaureate degree from another institution who are seeking a North Carolina education certificate at Meredith College must meet teacher competency requirements through a program of study approved by the Department of Education. They must take a minimum of thirty semester hours of course work at Meredith which may include additional courses in general education and will include courses in the specific education certification areas and professional education. Exceptions to these requirements will be determined on an individual basis by the Department of Education.

## Requirements for All Certificates

All college requirements for graduation must be met by each student seeking a N.C. education certificate. Courses taken to meet college graduation requirements are also applicable to specific requirements in all education programs.

Students completing an education program must also complete a major in another discipline (see page 54).

## Elementary Teacher Education Programs

(Early Childhood Education Grades K-4 and Intermediate Education, Grades 4-6)

Students who expect to obtain an initial North Carolina certificate to teach at the early childhood education (K-4) level or at the intermediate education (4-6) level must meet both the course and minimum semester hour requirements listed below.

### *Early Childhood Teacher Education (Grades K-4) Program*

I. General Education Requirements
   A. The general education (area distribution) requirements of the College
   B. Within the general education (area distribution) requirements of the College, the following specific requirements:

Language arts .......................... 9

English composition and grammar:
ENG 111, Principles of Writing (3)

English Literature
ENG 201, Major British Writers (3)

American Literature
ENG 206, Survey of American Literature (3)

Social studies .......................... 12

HIS 101, The Emergence of Western Civ., or
HIS 102, Modern Western Civilization, (3)

HIS 214, American History to 1876 (3)

SOC 335, American Ethnic Relations (3)
SOC 230 or 260 are strongly recommended as prerequisites.

ECO 210, Principles of Economics, or
ECO 374, Consumer Economics, (3)

Psychology . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 6
- PSY 204, Developmental Psychology (3)
  (Prerequisite: EDU 234 or PSY 100)
- PSY 205, The Psychology of Exceptional Individuals (3)
  (Prerequisite: EDU 234 or PSY 100)

Natural science . . . . . . . . . . . . . . . . . . . . . . . . . . 8
- BIO 101, General Biology I (3)
- BIO 141, General Biology I Laboratory (1)
- GEO 204, Elements of Physical Geography (4)

Mathematics . . . . . . . . . . . . . . . . . . . . . . . . . . . 6
- MAT 150, Fundamental Concepts of Math (3)
- MAT 110, Elementary Functions, or MAT 120, Finite Mathematics, (3)

Cultural arts . . . . . . . . . . . . . . . . . . . . . . . . . . . 3
- IDS 100, Appreciation of Fine Arts (3)

II. National Teacher Education (NTE) Requirements for Admission to Teacher Education

A. The NTE Core Battery Test I, Communication Skills, and the NTE Core Battery Test II, General Knowledge, must be taken at the end of the sophomore year.

B. To be formally admitted to the Teacher Education Program, the student must make a minimum score of *636* on the NTE CBT I and a minimum score of *631* on the NTE CBT II.
1. The tests may be taken more than once.
2. Admission policies operate to limit the progression of potential candidates in teacher education programs to introductory courses only, or to no more than the number of courses that comprise one-half of the total professional studies program, exclusive of student teaching, until formal admission requirements (including the minimum required scores on the NTE CBT I and II) have been satisfied.
3. The student may not complete more than fourteen semester hours of the professional education requirements before meeting the minimum score requirements on the NTE CBT I and NTE CBT II.

III. Major Study Program Requirements in an Area Other than Education

IV. Professional Education Requirements for Early Childhood Education(K-4) Students (35 sem. hrs.)

A Professional Education, General . . . . . . . . . . . . . . 9
- EDU 232, Foundations of American Education (3)
- EDU 234, Educational Psychology (3)
- EDU 348, Perspectives in Early Childhood Education (3)

B. Professional Education, Methods . . . . . . . . . . . . . 20

Prior to the BLOCK semester (last semester of the teacher education program):
- EDU 344, Communication Skills in the Elementary School (3)
- ART 744, Art in the Elementary School (2)
  (Prerequisite: IDS 100)
- HED 744, Health Education in the Elementary School (2)
- MUS 744, Music in the Elementary School (2)
  (Prerequisite: IDS 100)
- PED 744, Physical Education in the Elementary School (2)

In the BLOCK semester (last semester of the teacher education program):
- EDU 440, Seminar in Education (1)
- EDU 455, Literature in the Elementary School (2)
- EDU 456, Mathematics in the Elementary School (2)
- EDU 457, Science in the Elementary School (2)
- EDU 458, Social Studies in the Elementary School (2)

C. Professional Education, Practicum . . . . . . . . . . . . 6

In the BLOCK semester (last semester of the teacher education program):
- EDU 439, Observation and Directed Teaching (placement in K-3) (6)

D. Recommendations
1. It is strongly recommended that the professional education courses be taken IN THE ORDER THEY ARE LISTED ABOVE.
2. Block courses, including student teaching, may be taken in either semester of the senior year provided that all other professional education courses have been satisfactorily completed.

V. National Teacher Education (NTE) Requirements for North Carolina Initial Certification in Early Childhood Education (K-4)
   A. The NTE Core Battery Test III, Professional Knowledge, and the NTE Specialty Area Test, Code 02, Early Childhood Education, must be taken during or after the last semester of the student's teacher preparation program.
   B. To be eligible for the North Carolina Initial Certificate in Early Childhood Education (K-4) the student must make a minimum score of *644* on the NTE CB Test III and a minimum score of *500* on the NTE Specialty Area Test.

VI. Early childhood education students who complete a bachelor's degree program with a major in a discipline other than education, who complete the indicated specific general education requirements, who complete the indicated professional education requirements, and who make the minimum required score on the National Teacher Examination (NTE) Tests will meet the requirements of the State Board of Education and will be recommended for N.C. Initial Certification in Early Childhood Education (K-4).

## *Intermediate Teacher Education (Grades 4-6) Program*

I. General Education Requirements
   A. The general education (area distribution) requirements of the College
   B. Within the general education (area distribution) requirements of the College, the following specific requirements:

Language arts . . . . . . . . . . . . . . . . . . . . . . . . . . 9
   English Composition and Grammar: ENG 111, Principles of Writing (3)
   English Literature ENG 201, Major British Writers (3)
   American Literature ENG 206, Survey of American Literature (3)

Social studies . . . . . . . . . . . . . . . . . . . . . . . . . 12
   HIS 101, The Emergence of Western Civ., or HIS 102, Modern Western Civilization, (3)
   HIS 214, American History to 1876 (3)
   SOC 335, American Ethnic Relations (3) (Although SOC 230 or SOC 260 are strongly recommended as prerequisites, teacher education students are not required to have them.)
   ECO 210, Principles of Economics, or ECO 374, Consumer Economics, (3)

Psychology . . . . . . . . . . . . . . . . . . . . . . . . . . . . 6
   PSY, Developmental Psychology (3) (Prerequisite: EDU 234 or PSY 100)
   PSY 205, The Psychology of Exceptional Individuals (3) (Prerequisite: EDU 234 or PSY 100)

Natural science . . . . . . . . . . . . . . . . . . . . . . . . . 8
   BIO 101, General Biology I (3)
   BIO 141, General Biology I Laboratory (1)
   GEO 204, Elements of Physical Geography (4)

Mathematics . . . . . . . . . . . . . . . . . . . . . . . . . . . 6
   MAT 150, Fundamental Concepts of Math (3)
   MAT 110, Elementary Functions, or MAT 120, Finite Mathematics, (3)

Cultural arts . . . . . . . . . . . . . . . . . . . . . . . . . . 3
   IDS 100, Appreciation of Fine Arts (3)

II. National Teacher Education (NTE) Requirements for Admission to Teacher Education
   A. The NTE Core Battery Test I, Communication Skills, and the NTE Core Battery Test II, General Knowledge, must be taken at the end of the sophomore year.
   B. To be formally admitted to the Teacher Education Program, the student must make a minimum score of *632* on the NTE CBT I and a minimum score of *627* on the NTE CBT II.
      1. The tests may be taken more than once.
      2. Admission policies operate to limit the progression of potential candidates in teacher education programs to introductory courses only, or to no more than the number of courses that comprise one-half of the total professional studies program, exclusive of student teaching, until formal admission requirements (including the minimum required scores on the NTE CBT I and II) have been satisfied.
      3. The student may not complete more than fourteen semester hours of the professional education requirements before meeting the minimum score requirements on the NTE CBT I and NTE CBT II.

III. Major Study Program Requirements in an Area Other than Education

IV. Professional Education Requirements for Intermediate Education (4-6) Students (35 sem. hrs.)

A Professional Education, General .............. 9

EDU 232, Foundations of American Education (3)

EDU 234, Educational Psychology (3)

EDU 349, Teaching in the Intermediate and Middle Grades (3)

B. Professional Education, Methods .............20

Prior to the BLOCK semester (last semester of the teacher education program):

EDU 344, Communication Skills in the Elementary School (3)

ART 744, Art in the Elementary School (2)
(Prerequisite: IDS 100)

HED 744, Health Education in the Elementary School (2)

MUS 744, Music in the Elementary School (2)
(Prerequisite: IDS 100)

PED 744, Physical Education in the Elementary School (2)

In the BLOCK semester (last semester of the teacher education program):

EDU 440, Seminar in Education (1)

EDU 455, Literature in the Elementary School (2)

EDU 456, Mathematics in the Elementary School (2)

EDU 457, Science in the Elementary School (2)

EDU 458, Social Studies in the Elementary School (2)

C. Professional Education, Practicum ............ 6

In the BLOCK semester (last semester of the teacher education program):

EDU 439, Observation and Directed Teaching (placement in 4-6) (6)

D. Recommendations

1. It is strongly recommended that the professional education courses be taken IN THE ORDER THEY ARE LISTED ABOVE.
2. Block courses, including student teaching, may be taken in either semester of the senior year provided that all other professional education courses have been satisfactorily completed.

V. National Teacher Education (NTE) Requirements for North Carolina Initial Certification in Intermediate Education (4-6)

A. The NTE Core Battery Test III, Professional Knowledge, and the NTE Specialty Area Test, Code 01, Education in the Elementary School, must be taken during or after the last semester of the student's teacher preparation program.

B. To be eligible for the North Carolina Initial Certificate in Intermediate Education (4-6) the student must make a minimum score of *644* on the NTE CB Test III and a minimum score of *520* on the NTE Specialty Area Test.

VI. Intermediate education students who complete a bachelor's degree program with a major in a discipline other than education, who complete the indicated specific general education requirements, who complete the indicated professional education requirements, and who make the minimum required score on the National Teacher Examination (NTE) Tests will meet the requirements of the State Board of Education and will be recommended for N.C. Initial Certification in Intermediate Education (4-6).

## *Middle Grades Teacher Education (Grades 6-9) Program*

Students who expect to secure an initial N.C. certificate to teach at the middle grades education (6-9) level must meet both the course and minimum semester hour requirements below.

I. General Education Requirements

A. The general education (area distribution) requirements of the College

B. Within the general education (area distribution) requirements of the College, the following specific requirements:

Language arts ........................... 9

English Composition and Grammar:
ENG 111, Principles of Writing (3)

English Literature
ENG 201, Major British Writers (3)

American Literature
ENG 206, Survey of American Literature (3)

Social studies .......................... 12

HIS 101, The Emergence of Western Civ., or
HIS 102, Modern Western Civilization, (3)

HIS 214, American History to 1876 (3)

SOC 335, American Ethnic Relations (3)

SOC 230 or SOC 260 are strongly recommended as prerequisites.

ECO 210, Principles of Economics, or
ECO 374, Consumer Economics, (3)

Psychology . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 3
- PSY 205, The Psychology of Exceptional Individuals (3) (Prerequisite: EDU 234 or PSY 100)

Natural science . . . . . . . . . . . . . . . . . . . . . . . . . 8
- BIO 101, General Biology I (3)
- BIO 141, General Biology I Laboratory (1)
- GEO 204, Elements of Physical Geography (4)

Mathematics . . . . . . . . . . . . . . . . . . . . . . . . . . . 3
- MAT 150, Fundamental Concepts of Math (3)

Cultural arts . . . . . . . . . . . . . . . . . . . . . . . . . . . 3
- IDS 100, Appreciation of Fine Arts (3)

Health and Physical Education . . . . . . . . . . . . . 2
- HED 100, Contemporary Health Issues (2)

II. National Teacher Education (NTE) Requirements for Admission to Teacher Education
- A. The NTE Core Battery Test I, Communication Skills, and the NTE Core Battery Test II, General Knowledge, must be taken at the end of the sophomore year.
- B. To be formally admitted to the Teacher Education Program, the student must make a minimum score of *636* on the NTE CBT I and a minimum score of *631* on the NTE CBT II.
  1. The tests may be taken more than once.
  2. Admission policies operate to limit the progression of potential candidates in teacher education programs to introductory courses only, or to no more than the number of courses that comprise one-half of the total professional studies program, exclusive of student teaching, until formal admission requirements (including the minimum required scores on the NTE CBT I and II) have been satisfied.
  3. The student may not complete more than fourteen semester hours of the professional education requirements before meeting the minimum score requirements on the NTE CBT I and NTE CBT II.

III. Major Study Program Requirements in an Area Other than Education

IV. A Concentration in Communication Skills, or in Mathematics, or in Science, or in Social Studies
- A Middle grades education (6-9) teachers must have a concentration in communication skills, or in mathematics, or in science, or in social studies. They may have more than one of these four concentrations.
- B. Middle grades education (6-9) teachers may *also* have a second concentration.
  1. A second concentration is a concentration other than a concentration in communication skills, or in mathematics, or in science, or in social studies.
  2. Second concentrations recognized by the N.C. Department of Public Instruction are art, foreigh language, music, and reading. Meredith offers a second concentration only in French or in Spanish.

V. Professional Education Requirements for Middle Grades Education (6-9) Students (23 sem. hrs.)
- A. Professional Education, General . . . . . . . . . . . . . 12
  - Prior to the BLOCK semester (last semester of the teacher education program)
    - EDU 232, Foundations of American Education (3)
    - EDU 234, Educational Psychology (3)
    - EDU 349, Teaching in the Intermediate and Middle Grades (3)
  - In the BLOCK semester (last semester of the teacher education program)
    - EDU 466, Preadolescent and Adolescent Behavior (3)
- B. Professional Education, Methods . . . . . . . . . . . . . 5
  - Prior to, or in, the BLOCK semester (last semester of the teacher education program):
    - Methods 764 as appropriate to the required concentration (3)
  - In the BLOCK semester (last semester of the teacher education program):
    - EDU 438, Field Experiences: Middle Grades and Secondary (7-9) (1)
    - EDU 471, Reading in the Content Areas (1)
- C. Professional Education, Practicum . . . . . . . . . . . 6
  - In the BLOCK semester (last semester of the teacher education program):
    - EDU 439, Observation and Directed Teaching (placement in 7-9) (6)

D. Recommendations
  1. It is strongly recommended that the professional education courses be taken IN THE ORDER THEY ARE LISTED ABOVE.
  2. Block courses, including student teaching, may be taken in either semester of the senior year provided that all other professional education courses have been satisfactorily completed.

VI. National Teacher Education (NTE) Requirements for North Carolina Initial Certification in Middle Grades Education (6-9)
  A. The NTE Core Battery Test III, Professional Knowledge, and the NTE Specialty Area Test in the student's area of concentration must be taken during, or after, the last semester of the student's teacher preparation program.
  B. To be eligible for the North Carolina Initial Certificate in Middle Grades Education (6-9) the student must make a minimum score of *644* on the NTE CB Test III and the minimum required score on the NTE Specialty Area Test in the student's area of concentration.

VII. Middle grades education (6-9) students who complete a bachelor's degree program with a major in a discipline other than education, who complete the indicated specific general education requirements, who complete the indicated professional education requirements, and who make the minimum required score on the National Teacher Examination (NTE) Tests will meet the requirements of the State Board of Education and will be recommended for N.C. Initial Certification in Middle Grades Education (6-9).

## *Secondary Teacher Education (Grades 9-12) Programs*

Students who expect to obtain an initial N.C. certificate to teach at the secondary education (9-12) level must meet both the course and minimum semester hour requirements listed below.

I. All College requirements for graduation including:
  A. General education requirements.
  B. The major study requirements.

II. Minimum semester hours in the secondary education (9-12) certification subject areas:
  A. English ........ 36
  B. French ........ 30
  C. Mathematics ........ 30
  D. Science (biology and chemistry) ........ 48
  E. Social Studies ........ 42
    (anthropology, economics, cultural geography, history, politics, sociology)
  F. Spanish ........ 30

III. Minimum semester hours in professional education and related courses:
  A. EDU 232, Foundations of American Education ... 3
  B. EDU 234, Educational Psychology ........ 3
  C. PSY 205, Psychology of Exceptional Individuals ........ 3
    (Prerequisite: EDU 234 or PSY 100)
  D. EDU 764, Methods ........ 3
  E. The Block Courses
    EDU 438, Field Experiences: Middle Grades and Secondary ........ 1
    EDU 439, Observation and Directed Teaching (9-12) ........ 6
    EDU 466, Preadolescent and Adolescent Behavior ........ 3
    EDU 467, The Secondary School ........ 3
    EDU 471, Reading in the Content Areas ..... 1

*Secondary Teacher Education (Grades 9-12) Programs*

## *Special Subject Area Teacher Education (Grades K-12 ) Programs*

I. Art (K-12)
  A. All College requirements for graduation.
  B. Minimum semester hours in teaching field for grades K-12.
    Art courses, semester hours ........ 34-37
    (See page 81 for the art education program requirements.)

II. Music (K-12)
  A. All College requirements for graduation.
  B. Minimum semester hours in teaching field for grades K-12.
    Music courses, semester hours ........ 55-59
    (See page 121 for the music education program requirements.)

III. Reading Certification (K-12)

The student must have a teaching certificate in some area other than reading or be enrolled in a program leading to an initial N.C. teaching certificate in some area other than reading.

Students who wish to add reading certification to the existing or proposed initial certification must meet the requirements listed below.

  A. Prerequisites
    EDU 344, Communication Skills in the Elementary School ........ 3
    EDU 455, Literature in the Elementary School ........ (Block) ........ 2
  B. Additional requirements
    EDU 470, Survey of Reading ........ 2
    EDU 471, Reading in the Content Areas ........ (Block) ........ 3
    EDU 472, Diagnosis of Reading Ability ...... 2
    EDU 473, Remedial Reading Instruction ..... 2
    EDU 474, Reading Practicum ........ 3

## *Occupational Teacher Education (Grades 7-12) Programs*

Students who expect to obtain an initial N.C. certificate to teach business or home economics in grades 7-12 must meet both the course and minimum semester hour requirements listed below.

I. All College requirements for graduation, including:
   A. General education requirements.
   B. The major study requirements.

II. Minimum semester hours in the occupational education (7-12) certification subject areas:
   A. Business and Office courses, semester hours . . . . . . . . . . 36
   B. Home Economics courses, semester hours . . . . . . . . . . 48

III. Minimum semester hours in professional education and related courses:
   A. EDU 232, Foundations of American Education . . 3
   B. EDU 234, Educational Psychology . . . . . . . . . . 3
   C. PSY 205, Psychology of Exceptional Individuals . 3
   D. EDU 764, Methods . . . . . . . . . . 3
   E. The Block Courses
      EDU 438, Field Experiences: Middle Grades and Secondary . . . . . . . . . . 1
      EDU 439, Observation and Directed Teaching (7-12) . . . . . . . . . . 6
      EDU 466, Preadolescent and Adolescent Behavior . . . . . . . . . . 3
      EDU 467, The Secondary School . . . . . . . . . . 3
      EDU 471, Reading in the Content Areas . . . . . 1

## *School Social Service Worker Program*

Students may wish to earn the N.C. school social service worker certificate. For program requirements, please see the Head of the Sociology and Social Work Department.

## Education Courses

Foundations of American Education, EDU 232, is recommended as the first course in the professional sequence.

### 232 FOUNDATIONS OF AMERICAN EDUCATION

A study of public education from a cultural foundations perspective including an understanding of the American education goal. Consideration is given to educational organization, finance, administration, and curricula, as well as current issues facing American schools. *Credit, three hours.*

### 234 EDUCATIONAL PSYCHOLOGY

A study of the philosophical principles that underlie effective educational practices. Attention is given to developmental processes, individual differences and motivation, learning theory, measurement and evaluation, and teacher behavior. School observations required. *Credit, three hours.*

### 344 COMMUNICATION SKILLS IN THE ELEMENTARY SCHOOL

A study of the interrelated processes of listening, speaking, reading, and writing with particular emphasis upon the major aspects of reading instruction. Included in the course is an intensive study of the major word attack skills. The relationship of phonology to orthography is explored, and strategies for teaching interrelated phonics and structural analysis skills are developed.

The particular needs of the early childhood and intermediate teacher will be considered. School observations required. *Credit, three hours.*

### 348 PERSPECTIVES IN EARLY CHILDHOOD EDUCATION

A review of the historical, philosophical, and psychological foundations of early childhood education. Emphasis will also be given to the development of concepts in young children. School observations required. *Credit, three hours.*

### 349 TEACHING IN THE INTERMEDIATE AND MIDDLE SCHOOLS

A study of the structure and function of intermediate and middle schools with emphasis on the role of the teacher. Consideration is given to curriculum, planning and evaluation, instructional materials and resources, teacher-parent relationships, records, and reports. Fall. School observations required. *Credit, three hours.*

### 438 FIELD EXPERIENCES: MIDDLE AND SECONDARY GRADES

This course focuses on field experiences for middle grades and secondary teacher education students. A minimum of 30 hours in a middle school or secondary school setting will be required. Block course. Pass-fail. *Credit, one hour.*

### 439 OBSERVATION AND DIRECTED TEACHING

Designed to provide the student teaching experience at the appropriate grade level in a school setting:

Early childhood education students at the K-3 grade levels only
Intermediate education students at the 4-6 grade levels only
Middle grades education students at the 7-9 grade levels only
Secondary education students at the 9-12 grade levels only
Special subject area education students at the K-12 grade levels only
Occupational education students at the 7-12 grade levels only

Weekly seminars are arranged. Fee $65. Block course. Pass-fail grading only. *Credit, six hours.*

**Student Teaching Requirements**

The following requirements must be met before a student is permitted to register for student teaching.

A. An overall grade point average of 2.00 or above to have been achieved by the end of the term prior to student teaching.

B. Observation and participation in the public schools.

C. Demonstration of competencies established by the Department of Education indicating teaching effectiveness.

D. Current enrollment in, or satisfactory completion of, all required methods courses.

E. The required physical exam for public school teachers.

F. Filing of an application for student teaching placement with the Department of Education.

### 440 SEMINAR IN EDUCATION (Early Childhood and Intermediate)

A study of the current issues having a direct influence upon educational practice and research. School observations required. Block course. Pass-fail grading only. *Credit, one hour.*

### 455 LITERATURE IN THE ELEMENTARY SCHOOL

A study of literature designed for children in the elementary school. Consideration is given to the selection and evaluation of children's literature with special attention to the illustrations. The particular needs of the early childhood and intermediate teacher will be considered. Block course. *Credit, two hours.*

### 456 MATHEMATICS IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies which facilitate the teaching of mathematics in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Block course. *Credit, two hours.*

### 457 SCIENCE IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies which facilitate the teaching of science in the elementary school with emphasis upon pupil investigation and discovery. The particular needs of the early childhood and intermediate teacher will be considered. Block course. *Credit, two hours.*

### 458 SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies which facilitate the teaching of social studies in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Block course. *Credit, two hours.*

### 466 PREADOLESCENT AND ADOLESCENT BEHAVIOR

An examination of the characteristics, needs, and problems of preadolescents and adolescents, with consideration of the psychological basis of preadolescent and adolescent behavior, including measurement procedures and research results. Block course. *Credit, three hours.*

### 467 THE SECONDARY SCHOOL

A study of the secondary school in America. Emphasis is given to historical development, issues and forces affecting curricula, legal implications for schooling, classroom management, communication skills and evaluation. Block course. *Credit, three hours.*

### 470 SURVEY OF READING

A study of the methods, materials, and basic research in developmental reading. Emphasis is given to identifying, selecting, and evaluating reading methodologies, programs, and materials. *Credit, two hours.*

### 471 READING IN THE CONTENT AREAS

A series of experiences designed for the classroom teacher or for the reading teacher in the secondary school. Emphasis is given to assisting students having difficulties in reading, developing techniques for enabling students to improve their reading and study skills, and developing and adapting appropriate reading materials and methods. Block course. Pass-fail and one hour credit or grade and three hours credit.

### 472 DIAGNOSIS OF READING ABILITY

A study of the various ways of identifying and meeting the needs of individuals and groups through diagnostic techniques. Emphasis is given to determining students' interests and readiness for reading and to measuring mastery of basic reading skills. *Credit, two hours.*

### 473 REMEDIAL READING INSTRUCTION

A study of the various ways of meeting the needs of individuals and groups by prescribing reading programs based upon diagnosis of needs and knowledge of methods and materials. Emphasis is given to developing study guides, modifying text material, and locating supplementary materials. *Credit, two hours.*

### 474 READING PRACTICUM

Designed to provide tutoring experiences which interrelate reading and the different content and subject areas in the curriculum. Emphasis is given to outlining and implementing reading instructional programs for students including continuous diagnosis, selection and use of materials, and developing reading record-keeping procedures. *Credit, three hours.*

## Methods Courses

A specific methods course is offered for each teacher certification program. In this course the student is introduced to the methods used in the student's teaching field and teaching levels.

The academic departments teach the following methods courses as an integral part of the professional education sequence and they do not carry credit in the academic discipline. Course descriptions are listed in the departmental sections.

734 Methods in the Teaching of Art. *Credit, three hours.*

744 Art in the Elementary School. *Credit, two hours.*

764 The Teaching of Science. *Credit, three hours.*

764 The Teaching of Business. *Credit, three hours.*

764 The Teaching of Foreign Language. *Credit, three hours.*

744 Health Education in the Elementary School. *Credit, two hours.*

744 Physical Education in the Elementary School. *Credit, two hours.*

764 The Teaching of Social Studies. *Credit, three hours.*

764 Methods of Teaching Home Economics. *Credit, three hours.*

764 Methods of Teaching Secondary Mathematics. *Credit, three hours.*

720 Materials and Methods for Teaching Music in Grades K-3. *Credit, two hours.*

721 Materials and Methods for Teaching Music in Grades 4-6. *Credit, two hours.*

722 Materials and Methods for Teaching Music in Grades 7-12. *Credit, two hours.*

744 Music in the Elementary School. *Credit, two hours.*

# ENGLISH

Associate Professor Brewer, *Head;* Professors Knight and Gilbert; Associate Professor Taylor; Assistant Professors English, Jackson and Walton; Instructor Jackson.

Writer in Residence Suzanne Newron.

The courses offered by the Department of English are designed to foster in the student

- the ability to think logically and independently
- skills in speaking and writing
- an appreciation for and enjoyment of literature
- an appreciation of human values

We hope that as a result of her experiences in these courses a student will continue her own education — reading widely, thinking critically, and working to improve her speaking and writing.

A major in English may prepare a student for a variety of careers: teaching and school administration; journalism, technical writing, and editing; personnel work and counseling; positions in business, libraries, museums, and churches; and free-lance writing. A major in English also prepares the student for graduate work in English and related fields, and is recommended as pre-professional training for business, law, and medicine.

## *Requirements for a Major*

Thirty-two hours in English, including 111, 201, 202, 206, 374, 375, and a seminar. Twelve hours must be selected from 351, 352, 355, 356, 357, 498, and at least six additional hours from courses numbered above the 200's, including three hours in twentieth century literature.

No credit in English is given for 764. Bracketed courses are not offered during this academic year.

## *Requirements for a Concentration in Professional Communications*

Eighteen hours, including ART 103, ART 240, SPE 225, ENG 358, and one additional writing course chosen from BUS 384, ENG 235, ENG 236, ENG 245, or ENG 9-- (Special Topics in Publications). Additional hours may be taken in ART 230, 231, 241,and 340, and BUS 366, 466, 467 and 468. Internships (ENG 930) are open to juniors and seniors for one to three hours of credit.

## Prerequisites

ENG 111 is a prerequisite for all other courses in English; ENG 201 is a prerequisite for all other literature courses in the department.

### 111 PRINCIPLES OF WRITING

A study of grammar, punctuation, words, and sentence structure. The writing of effective sentences, paragraphs, and well-organized papers. *Credit, three hours.*

### 112 EXPOSITORY WRITING

A course in expository writing designed to provide students with further practice in the principles of effective composition. Prerequisite: ENG 111 or its equivalent. *Credit, three hours.*

### 201 MAJOR BRITISH WRITERS

A study of major British writers designed to foster appreciation and enjoyment of our cultural heritage, to develop reading skills for a variety of literary types, and to continue emphasis on composition. Authors studied: Chaucer, Shakespeare, Milton, an 18th century writer, Wordsworth, Browning, and a 20th century writer. *Credit, three hours.*

### 202 DEVELOPMENT OF ENGLISH LITERATURE

A chronological study to add breadth and further depth to ENG 201. Spring. *Credit, three hours.*

### 206 SURVEY OF AMERICAN LITERATURE

A study of selected major American writers from the colonial period to the present including many genres: poetry, fiction, drama, essay, history, and biography. *Credit, three hours.*

### [208 WORLD MASTERPIECES IN TRANSLATION]

*Credit, three hours.*

### [235 CREATIVE WRITING: EMPHASIS POETRY]

A course in the writing of poetry, with some attention given to short fiction. Contemporary and traditional poetry of various cultures will be examples and guides. Students will write, experiment, and criticize. Fall. *Credit, three hours.*

### 236 CREATIVE WRITING: EMPHASIS PROSE

Narration and poetry from the writer's perspective, with an emphasis on narration. Includes analysis of contemporary fiction and poetry, and writing of fiction and poetry. Fall. *Credit, three hours.*

### 240 INTRODUCTION TO FILM

This course will be a study of film and how to analyze it, including aesthetic, genre, and auteur approaches. The films will include work from the silent period through the 1980's by both American and European directors. Fall. *Credit, three hours.*

### [245 INTRODUCTION TO JOURNALISM]

An introductory course in news, feature, and editorial writing. Topics to be examined include the role, history, and production of newspapers. Fall. *Credit, three hours.*

### 340 DEVELOPMENT OF THE BRITISH NOVEL

A study of the development of the British novel from its origins to the beginning of the twentieth century. The novels to be studied will represent a variety of forms and styles and will include writers such as Austen, Dickens, Eliot, Hardy and others. Spring. *Credit, three hours.*

### 351 OLD ENGLISH

A study of Old English language and a reading of a history of the English language. Readings of selected prose and poetry in Old English. Fall. *Credit, three hours.*

### 352 CHAUCER

A study of Chaucer's poetry with a few selections from other Middle English writings. Supplementary study of etymology of English words and supplementary reading in background material. Spring. *Credit, three hours.*

### 355, 356 SHAKESPEARE

A study of selected English history plays and "sunny" comedies (355); selected tragedies, "dark" comedies, and late romances (356). Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. ENG 355, Fall; ENG 356, Spring. *Credit, three or six hours.*

### 357 MILTON SEMINAR

Poetry and selected prose. Fall. *Credit, three hours.*

### 358 ADVANCED WRITING: EXPOSITORY AND TECHNICAL

Extensive practice in writing, editing and proofreading different kinds of expository prose, including a technical report. A review of the principles of grammar as they apply to editing and proofreading. An introduction to word processing and machine editing. Fall and Spring. *Credit, three hours.*

### 359 AMERICAN LITERATURE SEMINAR

Topics are selected yearly. Some have included American romantic literature, Southern American literature, and American women writers. Prerequisite: ENG 206 or equivalent. Spring. *Credit, three hours.*

### [364 ENGLISH AND AMERICAN POETRY OF THE TWENTIETH CENTURY]

A study of 20th century English and American poets and their works, with concentration on some of the major poets and principal schools of poetry, and with briefer study of a wide range of contemporary poets and their works. Spring. *Credit, three hours.*

**[365 ENGLISH POETRY OF THE ROMANTIC PERIOD]**
A study of Wordsworth, Shelley, and Keats, with selections from other poets of the Romantic Period. Fall. *Credit, three hours.*

**367 ENGLISH POETRY OF THE VICTORIAN PERIOD**
A study of the poetry of Browning and Tennyson, with selections from other poets of the Victorian period. Fall. *Credit, three hours.*

**368 ENGLISH LITERATURE OF THE EIGHTEENTH CENTURY**
A study of major works of Swift, Pope, Boswell, and Johnson with additional reading from other authors illustrating the age and significant literary forms. Spring. *Credit, three hours.*

**370 ENGLISH AND AMERICAN PROSE OF THE TWENTIETH CENTURY**
A study of the 20th century English and American writers of prose, including novels, short stories, and drama, with concentration on principal figures and briefer treatment of other writers chosen to illustrate schools, trends, or the range of contemporary writing. Fall. *Credit, three hours.*

**374 TECHNIQUES OF LITERARY RESEARCH**
An introduction to different types of literary criticism, to various bibliographical tools for locating literary criticism, and to the techniques of gathering and recording data for a literary research paper. Fall. *Credit, one hour.*

**375 RESEARCH PROJECT**
Directed individual research investigating the critical response to some literary work and culminating in a research paper. Prerequisite or co-requisite ENG 374. Fall and Spring. *Credit, one hour.*

**498 SENIOR SEMINAR**
Representative epics, dramas, and novels of continental literature studied in relation to English literature. Open only to majors in English. Spring. *Credit, three hours.*

**764 THE TEACHING OF ENGLISH**
A study of different methods of teaching the content and skills included in a secondary English curriculum. Block. Fall. *Credit, three hours.*

*Students who wish advanced study and research in literature should consult with the departmental chairman and arrange for it through the special studies options listed on page 77. Students may elect courses through the Cooperating Raleigh Colleges.*

# FOREIGN LANGUAGES

Professor Kurtz, *Head;* Associate Professors Comeaux and Ledford; Assistant Professors Pitts, Short, Thomas and Winz; Instructor Reiss.

The Department of Foreign Languages offers a major and a minor in French and Spanish, two years of Latin with some advanced work for those who need it, and two years of German. The department has as its basic objectives the acquisition of a speaking, reading, and writing knowledge of at least one foreign language and the study of foreign civilization and literature.

## *Requirements for a Major*

Thirty hours in foreign languages above 101, 102, including 364 and 365. Majors in French and Spanish must include 305 and 306. Majors in Spanish must also include 366 and 367. All foreign language majors must take HIS 102, and are urged to include a second language as a related field. In order to comply with certification requirements, students who plan to teach French or Spanish must take the courses numbered 305 and 306 in the language to be taught. All students planning to teach a foreign language must take 764 which may not be counted toward a major. Advanced courses in literature are open to non-majors. In these courses, some accommodation is made for non-majors in the use of the language.

### Advanced Placement

A placement test will be given in August to those who request it. Entering students, as well as continuing students, may receive up to six hours credit for courses "skipped" beyond the 101, 102 level.

Students will be placed at the appropriate level on the basis of number of high school units. Entering and continuing students may receive up to six hours credit for intermediate language courses. (Advanced placement credit is never awarded for elementary courses.) To receive advanced placement credit, a student must apply to the department upon completion of two three-hour courses at the 300 level with a grade of C or better.

### French

**101 ELEMENTARY FRENCH CONVERSATION I**
Introduction to modern spoken French. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for FRE 204. One hour of language laboratory required per week. *Credit, three hours.*

**102 ELEMENTARY FRENCH CONVERSATION II**
A review and continuation of FRE 101. English will be used in the classroom for orientation purposes only. A one-hour lab will be required per week. Spring. *Credit, three hours.*

**204 STRUCTURAL FRENCH**
Conversational and written French for students who had some high school work in the language, but who cannot qualify for FRE 205. Language laboratory required. *Credit, three hours.*

**205 INTERMEDIATE FRENCH I**
A review and continuation of FRE 102 and FRE 204, and gradual introduction of graded readings. Language laboratory required. Prerequisite: FRE 102, FRE 204 or equivalent. *Credit, three hours.*

**206 INTERMEDIATE FRENCH II**
A continuation of FRE 205. Emphasis on the reading and discussion (in French) of texts of moderate difficulty. Language laboratory required. Prerequisite: FRE 205 or equivalent. Spring. *Credit, three hours.*

**301 FRENCH FOR CAREERS**
Introduction to French business, government, economy, and geography with emphasis on development of practical communication skills. Prerequisite: FRE 205 or equivalent. *Credit, three hours.*

**304 FRENCH CIVILIZATION**
A survey of the historical development of France as a nation and as a people, including her contributions to Western culture in the fields of art, religion, and music. *Credit, three hours.*

**305 ADVANCED CONVERSATION AND PHONETICS**
Required of majors in French. Prerequisite: FRE 205 or equivalent. *Credit, three hours.*

**306 ADVANCED GRAMMAR, COMPOSITION AND LINGUISTICS**
Required of majors in French. Prerequisite: FRE 205 or equivalent. *Credit, three hours.*

**364 FRENCH LITERATURE TO 1789**
Selected reading in French literature from the beginnings to the French revolution with some emphasis on culture and civilization. Prerequisite: FRE 205 or equivalent. *Credit, three hours.*

**365 FRENCH LITERATURE FROM 1789 TO THE PRESENT**
Selected readings in French literature from the French revolution to the present. Prerequisite: FRE 205 or equivalent. *Credit, three hours.*

**366 FRENCH ROMANTICISM**
*Credit, three hours.*

**367 FRENCH REALISM AND SYMBOLISM**
A study of Realism and Symbolism as reflected in various genres. Emphasis on Flaubert and Baudelaire. *Credit, three hours.*

**368 MODERN FRENCH LITERATURE**
A general study of the main literary movements of the 20th century. *Credit, three hours.*

**369 CONTEMPORARY FRENCH LITERATURE**
From 1945 to the present. Emphasis on Camus, Sartre, and Robbe-Grillet. *Credit, three hours.*

**394 SEMINAR IN SEVENTEENTH CENTURY**
A literary study of the representatives of French Classicism in religious thought, philosophy, and drama, with some reference to their importance in the development of continental European civilization. *Credit, three hours.*

**395 SEMINAR IN EIGHTEENTH CENTURY**
The period of the decline of absolutism, the rise of the bourgeoisie, and the development of the rational spirit as shown in the literature of 18th century France with some emphasis on Franco-American relationships. *Credit, three hours.*

**764 THE TEACHING OF A FOREIGN LANGUAGE**
May not be counted toward a major. *Credit, three hours.*

## German

**101 ELEMENTARY GERMAN I**
Introduction to the German language through analysis. Grammar, graded readings, and some oral emphasis. Open to students who cannot qualify for GER 102. *Credit, three hours.*

**102 ELEMENTARY GERMAN II**
A review and continuation of GER 101. Prerequisite: GER 101 or equivalent. *Credit, three hours.*

**201, 202 INTERMEDIATE GERMAN**
Review of German grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; some practice in use of the spoken language. Prerequisite: GER 102 or equivalent. *Credit, six hours.*

**366 ADVANCED GERMAN READING**
Topics studied to be selected by instructor, after consultation with the preregistered students. May be taken on multiple occasions. Prerequisite: GER 202 or instructor's permission. *Credit, three hours.*

## Latin

**101 ELEMENTARY LATIN I**
A course for beginners in the fundamentals of Latin grammar. *Credit, three hours.*

**102 ELEMENTARY LATIN II**
A review and continuation of LAT 101. Increased emphasis on reading. *Credit, three hours.*

**201, 202 INTERMEDIATE LATIN**
An intermediate course in Latin designed to prepare the student for work with the more difficult authors. Grammar review, readings from Cicero and Ovid. *Credit, six hours.*

### 364, 365 ROMAN LITERATURE AND CIVILIZATION

A survey of Latin literature and civilization with emphasis on representative writers. Translation of the prose of Livy, Pliny, the poetry of Horace. Prerequisite: LAT 201, 202 or advanced placement. *Credit, six hours.*

### 366, 367 ADVANCED LATIN READING

Authors studied to be selected by instructor — after consultation with the preregistered students. May be taken on multiple occasions. Prerequisite: LAT 364, 365 or instructor's permission. *Credit, six hours.*

## Spanish

### 101 ELEMENTARY SPANISH I

Introduction to modern spoken Spanish. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for SPA 204. A one-hour lab will be required. *Credit, three hours.*

### 102 ELEMENTARY SPANISH II

A review and continuation of SPA 101. English will be used in the classroom for orientation purposes only. A one-hour lab will be required where necessary. *Credit, three hours.*

### 204 STRUCTURAL SPANISH

Conversational and written Spanish for students who had some high school work in the language, but who cannot qualify for SPA 205. Language laboratory required. *Credit, three hours.*

### 205 INTERMEDIATE SPANISH I

A review and continuation of SPA 102 and SPA 204, and gradual introduction of graded readings. Language laboratory required. Prerequisite: SPA 102, SPA 204, or equivalent. *Credit, three hours.*

### 206 INTERMEDIATE SPANISH II

A continuation of SPA 205. Emphasis on the reading and discussion (in Spanish) of texts of moderate difficulty. Language laboratory required. Prerequisite: SPA 205 or equivalent. Spring. *Credit, three hours.*

### 304 SPANISH CIVILIZATION

The historical development of Spain as a nation and a people, including her contributions to Western culture in the fields of art, religion, and music. Taught alternately with SPA 494. *Credit, three hours.*

### 305 ADVANCED CONVERSATION AND PHONETICS

Required of majors in Spanish. *Credit, three hours.*

### 306 ADVANCED GRAMMAR, CONVERSATION AND COMPOSITION

Required of majors in Spanish. *Credit, three hours.*

### 364 SPANISH LITERATURE TO 1800

Selected Spanish literature beginning with the "Poema de mio Cid" and going through the seventeenth century. *Credit, three hours.*

### 365 SPANISH LITERATURE FROM 1800 TO PRESENT

A study of the more important works of Spanish literature, particularly as they reflect Spanish life and culture. Alternates with SPA 366, 367. Prerequisite: SPA 201, 202 or advanced placement. *Credit, three hours.*

### 366 SPANISH-AMERICAN LITERATURE TO 1875

A study of the key authors and texts of the Spanish Colonial and Independence Periods. *Credit, three hours.*

### 367 SPANISH-AMERICAN LITERATURE FROM 1825 TO THE PRESENT

Selected readings from key authors such as Darío, Azuela, Carpentier and Neruda. *Credit, three hours.*

### 368 MODERN SPANISH DRAMA

Open to seniors and to others by special permission. Alternates with SPA 369. *Credit, three hours.*

### 369 MODERN SPANISH PROSE, POETRY

Masterpieces of modern Spanish prose, (emphasis on the novel) beginning with Miguel de Unamuno. Selected poetry from Nobel Prize winners, Vicente Aleixandre, others. Alternates with SPA 368. *Credit, three hours.*

### 494 SEMINAR IN THE GOLDEN AGE OF SPAIN

Selected works from Cervantes and the Golden Age Theater. *Credit, three hours.*

### 764 THE TEACHING OF A FOREIGN LANGUAGE

May not be counted toward a major. *Credit, three hours.*

*Students who wish advanced study in foreign languages should consult with the departmental head and arrange for it through the special studies options listed on page 77. Students may elect courses at other Cooperating Raleigh Colleges.*

# HEALTH, PHYSICAL EDUCATION, AND DANCE

Associate Professor Massey, *Head* and Athletic Director; Assistant Professors Allen, Bross, and Chamblee; Adjunct Colwell, Brown, and Pritchard; Huggins, Director of Equitation.

Through health, physical education and dance the student gains greater knowledge and appreciation of her physical self as well as develops skills and creative abilities. The department offers a wide variety of activities with special emphasis on fitness, life-time sports and dance. For the highly skilled there are opportunities to participate in the intercollegiate program, the dance theatre, or the aqua angels. A student may expand her study in these areas pursuing either a minor or contractual major. One who wishes special studies should consult with the department head. Courses not available at Meredith may be taken through the Cooperating Raleigh Colleges.

## Theory: Health

### 100 CONTEMPORARY HEALTH ISSUES

A course designed to provide students with knowledge and understanding pertaining to personal and community health. Special emphasis on developing positive health attitudes and practices. *Credit, two hours.*

### 200 FIRST AID

A course designed to prepare students with the knowledge and skills to meet most situations when emergency first aid care is necessary. Red Cross CPR Certification. *Credit, two hours.*

### 744 HEALTH EDUCATION IN THE ELEMENTARY SCHOOL

A course designed to provide students with knowledge and understanding of the health needs and interests of the elementary school-age children and provide them with information, ideas, and experiences pertinent to planning, teaching, and evaluating health instruction at the elementary school level. Does not meet general education requirements. *Credit, two hours.*

## Theory: Physical Education

### 329 PHYSICAL FITNESS

A course designed for students to gain knowledge related to the interrelationship of fitness, nutrition, weight control, body mechanics, stress, values of exercise and skill programs. Proper methods of exercise and weight training are stressed. *Credit, three hours.*

### 744 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL

A course designed to provide students with knowledge and understanding of the physical education needs and interests of elementary school-age children and to provide them with information, ideas, and experiences pertinent to principles, planning, teaching, and evaluating physical education at the elementary school level. Does not meet general education requirements. *Credit, two hours.*

## Theory: Dance

### 256 DANCE COMPOSITION I

An introductory course to the basic elements of solo and duet choreography - space design, rhythm, texture, musical accompaniments and subject matter. Selected readings on both traditional and avant-garde approaches to composition. Students will compose orginial solo movement phrases and explore the different techniques used when composing for two dancers. (prerequisite PED 157 or by faculty permission) Counts as an elective in the humanities and fine arts. *Credit three hours.*

### 356 DANCE COMPOSITION II

A study of the effects of time, space and energy on movement designed for a large group. Methods of organizing movement designed for a large group will be explored as well as a study of the aesthetics concerns of the 20th century choreographers. Students will develop an original idea into a group choreography that demonstrates an understanding of the craft and art of making dances. (prerequisites PED 256 or by faculty permission) Counts as an elective in the humanities and fine arts. *Credit, three hours.*

### 359 DANCE HISTORY

A survey of the development of dance in the 20th century and the ideas of the 19th century that were crucial to these developments. Counts as elective in the humanities and fine arts. *Credit, three hours.*

## Activity: Physical Education

In meeting her general education requirements, a student may choose from any of the activities offered; however, non-swimmers are strongly encouraged to take beginning swimming during one of the four semesters. After a student has met her requirements, she may elect additional physical education activity courses which may be taken for a grade or pass/fail. However, no more than eight credits may be counted in the 124 hours required for graduation. Exceptions to the maximum of eight credits for students minoring in physical education must be approved by the department head and by the academic dean or registrar.

A student may repeat a course at the same level only with special permission granted by the departmental head and upon recommendation from her previous instructor.

All activity courses carry *one credit hour* per semester. A student may not audit an activity course without special permission from the department head. Pass-fail grading only. (See page 77 for exception.)

## *Aquatics*

110 **Swimming I** - for non-swimmers.

113 **Synchronized Swimming I** - fundamentals including stunts, stroke variations, and choreography; must be a strong swimmer and know basic strokes.

210 **Swimming II** - must be able to swim in deep water.

310 **Swimming III** - advanced strokes, synchronized and diving.

311 **Advanced Life Saving** - for strong swimmers to qualify for Red Cross Advanced Life Saving Certificate.

312 **Water Safety Instructor** - Prerequisite: current Red Cross Advanced Life Saving Certificate.

313 **Synchronized Swimming II** - Aqua Angels (performing group); advanced skills with emphasis on show production. Prerequisite: PED 113 or equivalent plus audition.

## *Conditioning and Physical Fitness*

120 **Conditioning** - includes jogging and activities for muscle tone, weight, and figure control.

122 **Aerobics** - exercise to music.

123 **Aerobics Activities** - A combination of aerobic exercise, cycling, jogging, and swimming.

124 **Weight Training** - Omnikinetic (Hydra-fitness) and isotonic weight lifting (universal and free weights) for muscle strength and endurance.

125 **Aquatic Fitness** - Exercise and swimming to music.

## *Equitation**

The equitation program offers instruction in balance seat. It helps to develop control of the horse and a firm riding seat. Skill for lifetime recreation is the aim of the instruction at all levels.

Boarding facilities are available for a fee (see page 28). Before being permitted to ride, a student must sign the release form available in the business office.

130 **Equitation I** (Beginner)

230 **Equitation II** - Prerequisite: PED 130 or equivalent.

330 **Equitation III** - Prerequisite: PED 230 or equivalent.

## *Individual Sports*

140 **Archery**

141 **Badminton I** (Beginner)

142 **Bowling I*** - (taught at Western Lanes).

143 **Golf I***

144 **Gymnastics I** - must be able to do forward roll and support body weight on hands.

146 **Tennis** (Beginner)

147 **Snow Skiiing*** - taught between semesters (French Swiss Ski College, Boone, North Carolina.)

148 **Racquet Ball I*** - (taught at Highwoods)

149 **Sailing I*** - (taught at Meredith and Jordan Lake)

241 **Badminton II** - Prerequisite: PED 141 or equivalent

242 **Bowling II*** - Prerequisite: PED 142 or equivalent

243 **Golf II*** - Prerequisite: PED 143 or equivalent.

246 **Tennis II** - Prerequisite: PED 146 or equivalent.

248 **Racquet Ball II*** - Prerequisite: PED 148 or equivalent

346 **Tennis III** - Prerequisite: PED 246 or equivalent

## *Team Sports*

161 **Basketball**

163 **Softball**

164 **Volleyball**

## *Intercollegiate Sports*

*(Membership on teams by try-outs)*

A physical examination immediately preceding sports season is required.

470 **Golf**

471 **Basketball**

474 **Tennis**

475 **Volleyball**

477 **Softball**

## Activity: Dance

151 **Ballet I**

152 **Folk and Square Dance**

153 **Modern Dance I**

154 **Modern Jazz I**

157 **Movement Improvisation**

251 **Ballet II** - prerequisite PED 151 or equivalent

253 **Modern Dance II** - Prerequisite: two semesters of PED 153 or equivalent

254 **Modern Jazz II** - Prerequisite: two semesters of PED 154 or equivalent

353 **Meredith Dance Theatre** - By audition or invitation.

# HISTORY AND POLITICS

Professor F. Grubbs, *Head*; Professor Burris; Associate Professors Frazier, Gates, C. Grubbs and Parramore. The department offers a major in history, American civilization, international studies, and political studies.

The Department of History and Politics seeks to instill in its students a broad and analytical outlook essential for a truly educated and productive citizen. An understanding of the modern world and politics is a key element in departmental planning. Emphasis is placed on the content and the methodology of both history and politics. Students are exposed to historical research, evaluation of sources, and synthetic thinking. It is hoped that thereby, students will cultivate an informed attitude about today's problems and acquire the ability to be objective and discerning about the ideas and institutions of others.

## *Special Career Directions*

History and political studies majors may go into teaching, paralegal professions, law, state and federal service, business, public and social service jobs, archives and local history, foreign service, international studies, journalism and editing, plus numerous occupations supported by a wide knowledge of history and politics. The department has special career tracks and internships in vocational areas.

## *Advanced Placement*

The department offers advanced placement in American History 214, 215; Western Civilization 101, 102; Introduction to Non-Western Civilization 224; Politics 100.

## *Requirements for a Major in History*

A major in history consists of 30 hours, including nine hours in HIS 101 or 102, 214 or 215, 200 or 224. HIS 499 and HIS 334 are required of all majors. Major professor, Mr. Grubbs.

## *Requirements for a Major in American Civilization*

A major in American civilization consists of 36 hours, with a minimum of 18 hours in American history, including 334 and a seminar in history, and a minimum of 15 hours of courses related to the American experience selected in consultation with the major adviser from disciplines other than history. Students planning to teach should also elect six hours chosen from European or Asian fields. Major professor, Mr. Grubbs.

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*Special Fee.

## *Requirements for a Major in International Studies*

A major in international studies consists of 36 hours with a minimum of 18 hours in history, including 334, and 18 hours in related fields of business, economics, geography, and fine arts.

Students must achieve a competency equivalent to that gained on the completion of the 200 level in one target language.

## *Requirements for a Major in Political Studies*

A major in political studies consists of 36 credit hours with a minimum of 18-21 hours in politics courses and 15-18 hours of related courses in fields such as history, sociology, economics, religion, philosophy and psychology. All politics majors are required to take POL 100, 200 and 334. All politics majors are encouraged to take an internship. The choice of courses in related fields must be approved by the director of the political studies program, but HIS 214, 215 or 319 are strongly recommended. Major professor, Mr. Frazier.

## *Requirements for Certification in the Social Sciences*

Early Childhood: HIS 101 or 102; 214 or 314

Intermediate: HIS 101 or 102; 214

Middle Grade: Concentration (24 hours) — HIS 101 or 102; 214 or 215; 224; 520. ECO 210 or 374; GEO 205; POL 100 or 200; SST 764.

Secondary Certification (42 hours): 21 hours in History and 21 hours in three areas of the social sciences (anthropology, economics, cultural geography, politics, sociology).

## History

### 101 THE EMERGENCE OF WESTERN CIVILIZATION

The evolution of Western civilization from the ancient Greek, Roman, and Judaeo-Christian traditions, the Medieval synthesis of these traditions, and the rebirth of classicism during the Renaissance. The final evolution of these traditions through the commercial, religious, political, scientific, and industrial revolutions to 1750. *Credit, three hours.*

### 102 MODERN WESTERN CIVILIZATION

The rise of nationalism, romanticism, socialism, and science. The role of imperialism, Fascism, and Communism as challenges to traditional Western culture. The study of contemporary Western culture and its role in the modern world. *Credit, three hours.*

### 200 INTRODUCTION TO LATIN AMERICAN HISTORY

Course will include a study of the conquest, colonization, and independence; ending with the study of contemporary characteristics of the modern Latin American states. *Credit, three hours.*

### 214 AMERICAN HISTORY TO 1876

The emergence of the federal system, democracy, states' rights, nationalism, territorial expansion, slavery and civil war, reconstruction. *Credit, three hours.*

### 215 AMERICAN HISTORY SINCE 1876

The development of modern America. Emphasis on expansion, industrialism, urbanization, race relations, and the welfare state. *Credit, three hours.*

### 224 INTRODUCTION TO NON-WESTERN CIVILIZATION

A study of the traditions; attempts at modernization in the 19th century; and the contemporary scene in China, Japan, and to a lesser extent, India and selected areas in Africa. *Credit, three hours.*

### 231 AN INTRODUCTION TO MUSEUMS

A survey of types of services offered by historical museums, and the philosophy behind them. Visiting speakers and field trips. Prerequisite to a museum internship. Prerequisite: Three semester hours of history or by permission. *Credit, one hour.*

### 232 AN INTRODUCTION TO ARCHAEOLOGY AND RESTORATION

The general nature and tools of archaeology and its use in restoring historic sites and buildings. A prerequisite for internships in archaeology and historic sites. Prerequisite: Three semester hours of history or by permission. *Credit, one hour.*

### 233 RESEARCH IN LOCAL AND FAMILY RECORDS

Techniques of research in archival records for both the lay person and the prospective historian. Some emphasis on genealogy. Prerequisite: Three semester hours of history or by permission. *Credit, one hour.*

### 302 ENGLISH HISTORY SINCE 1066 A.D.

A general survey of the history of English from the Norman Conquest to the present. Emphasis on the development of English political institutions, literature, cultural, social, economic, political, and constitutional issues. *Credit, three hours.*

### 304 GREEK AND ROMAN HISTORY

A study of the cultural and historical characteristics of the ancient Greeks and Romans with special emphasis on their contributions to subsequent civilizations. *Credit, three hours.*

**306 THE SOVIET UNION IN THE TWENTIETH CENTURY**

A study of the political, social, and cultural development of the Soviet Union since the 1917 Revolution, with special emphasis on its international role. *Credit, three hours.*

**308 CONTEMPORARY EUROPE SINCE 1945**

A comprehensive study of the European nations since the end of World War II. The course will explore the political, social, economic, and cultural characteristics of the nations. *Credit, three hours.*

**309 AMERICAN BUSINESS HISTORY**

The rise of the American Corporation through three industrial revolutions. Emphasis will be placed on the role of the Corporation in social, environmental, ethnic, and multinational areas. *Credit, three hours.*

**310 MODERN CHINA**

China in the 20th century with emphasis on traditional values in transition, the overthrow of the Manchus, the Republic, and the rise of communism; attention will be given to philosophy, literature, and the arts. *Credit, three hours.*

**313 VICTORIAN AMERICA**

A study of the Cowboy West, Art, literature, politics, religion, Indians, the new science and technology, and democracy. Course will concentrate on years after 1835. Victorian ideals, culture, and outlook will be stressed. *Credit, three hours.*

**314 COLONIAL AMERICAN HISTORY**

The colonial origins of American society, racial makeup, and Revolutionary period. *Credit, three hours.*

**319 CONTEMPORARY AMERICAN HISTORY SINCE 1945**

An in-depth study of the United States since 1945. Major emphasis on foreign relations, modern capitalism, civil rights, youth revolt, and democracy. *Credit, three hours.*

**325 ASIAN CIVILIZATIONS**

A multi-disciplinary course cooperatively taught by lecturers in economics, religion, geography, fine arts, and history with a view to gaining insights into dynamic changes taking place in countries with long continuous histories and rich cultural heritages. *Credit, three hours.*

**333 HISTORY OF THE SOUTH**

A study of those aspects of Southern experience which have made the South a unique region from its early settlement to the present; includes social, political, cultural, and economic developments. *Credit, three hours.*

**334 METHODS OF HISTORICAL RESEARCH**

Individually directed research in the use of sources and in historical writing producing three term papers in history courses above the 100 level (only one paper is permitted in a 200 level course) *Credit, three hours.*

**367 ARCHAEOLOGY AND THE ANCIENT NEAR EAST**

See Religion 367 for description. *Credit, three hours.*

**499 SENIOR SEMINAR**

A study of historiography and a major theme in historical development. Recommended that students have had research experiences before registering. Usually, majors only. *Credit, three hours.*

**520 HISTORY OF NORTH CAROLINA**

A study of North Carolina from the colonial period to the present. Emphasis on the external forces which shaped the state and contributions to national history. *Credit, three hours.*

**764 THE TEACHING OF SOCIAL STUDIES**

A study of the methods required for teaching grades 6-9, and grades 9-12, social studies. May not count toward a major. Spring. *Credit, three hours.*

## Politics

**100 AMERICAN POLITICAL SYSTEM**

An introduction to American government and politics with an emphasis on the basic constitutional structure of the government and on current political controversies. *Credit, three hours.*

**200 PARTIES AND PRESSURE GROUPS**

An introduction to the extra constitutional aspects of the American political system. Topics covered include parties, pressure groups, press, public opinion polls, voting behavior and political culture. Generally includes an intensive focus on current elections. *Credit, three hours.*

**204 MODERN POLITICAL SYSTEM**

An introduction to the theory and practice of government in major contrasting political systems. Liberal democratic, communist, and developmental systems are considered, with major focus on Great Britain, the USSR, and at least one developing nation. *Credit, three hours.*

**301 THE CONSTITUTION AND THE RIGHTS OF AMERICANS**

The law and practice of constitutional interpretation with a focus on civil liberties and the bill of rights. The case method and intensive discussion are used to introduce the process of legal reasoning and disciplined analytic thinking. *Credit, three hours.*

**303 CONTEMPORARY AMERICAN POLITICS AND POLICY**

A survey of current government policy in major issue areas and in depth study of current political controversies. Students are introduced to major sources of information about current affairs. *Credit, three hours.*

### 334 DIRECTED INDIVIDUAL RESEARCH

Required of all political studies majors. Capital City Semester students do their research as part of the total program. Other students may work out research proposals with the director of the political studies program. *Credit, three or four hours.*

### CAPITAL CITY SEMESTER

The Capital City Semester is an intensive program in North Carolina government and politics. The core of the program is the six hour North Carolina Politics Seminar (POL 340). It may either be taken alone or combined with a research project (POL 334) and/or an internship. Credit for the program can vary from 6 to 12 hours. It is offered in the spring semester of odd numbered years.

### 340 NORTH CAROLINA POLITICS SEMINAR (CAPITAL CITY SEMESTER)

An intensive survey of North Carolina government and politics keyed to issues before current sessions of the General Assembly. Participants generally meet downtown for seminar sessions with speakers who are involved in state government. The government of North Carolina is placed in a national context through a survey of government patterns in other states. Special research projects, field trips and individual observation projects are also part of this program. *Credit, six hours.*

### 350 SELECTED TOPICS IN POLITICAL STUDIES

Unitary or modular presentation of important topics related to politics and government. Possible inclusions would be: the politics of justice, political theory, the American presidency, the politics of social policies, and the politics of particular countries or world areas. May be taken on multiple occasions. *Credit, one to four hours.*

### 374 INTRODUCTION TO RESEARCH

See SOC 374 for description. *Credit, three hours.*

### 375 INTRODUCTION TO RESEARCH LABORATORY

See SOC 375 for description. *Credit, one hour.*

### COMMUNITY INTERNSHIP

Being located in the state capital makes a wide variety of internship opportunities available for politics students. In the past students have interned in state agencies, at the Supreme Court, with political campaigns, and the General Assembly, and with interest groups. All internships require the permission of the director of the Political Studies program. *Credit, one to four hours.*

*Courses are available through the Cooperating Raleigh Colleges in African, and Middle Eastern history, and in select topics in politics.*

*Students who wish advanced study or research in history or political science should consult the department head and arrange for it through the special studies options listed.*

## HOME ECONOMICS

Professor Stuber, *Head*; Assistant Professors Goode and Hicks; Instructors Cook, Friedrich, and Hoggard; Assistant Professor Goode and Hicks.

The department offers a Bachelor of Science degree in home economics with concentrations in child development and family relations, clothing and fashion merchandising, consumer resource management, foods and nutrition, interior design and housing, and general home economics. Home economics majors may earn certification to teach in the public schools at the K-4, 4-6, 6-9, or secondary levels. They may also complete a second major or minor in another department. Prospective majors should consult with the home economics department for specific course suggestions. Internships or field experience is highly recommended.

### *Requirements for a B.S. degree in Home Economics*

Candidates for the Bachelor of Science degree in home economics must take the following:

1. Thirty-six hours in home economics, including 335, 374, 227, 455, 499.
2. Eight hours in biology, chemistry, and/or physics.
3. Specific requirements for a concentration in one of the six areas.

The *Child Development and Family Relations Concentration* focuses on the physical, social, emotional, and intellectual development of preschool children. It prepares students for careers in nursery schools, day care centers, private kindergartens, the public schools when combined with certification requirements, and the social services when combined with the social work major. Required courses: HEC 204, 205, 234, 334, 336, 436; EDU 234, 455; PSY 100; and BUS 346. (BUS 346 is waived for students earning certification; EDU 234, 455, and BUS 346 are waived for students earning the social work major.)

The *Clothing and Fashion Merchandising Concentration* prepares students for professional careers in fashion retailing, buying, pattern design, and consumer services. Required courses: HEC 115, 213, 214, 314, 411, 412, 413, 418; BUS 366; ECO 210; and ART, six hours; six additional hours in BUS and/or ECO.

The *Consumer Resource Management Concentration* prepares students for careers in public housing and consumer services, utility companies, and regulatory agencies in government and business. Required courses: HEC 124, 245, 326, 355, 356, 418; ECO 210, 211; and six additional hours in business and economics.

The *Foods and Nutrition Concentration* is designed for students with interests in widely varying options. The (A) *Food Service Management Option* is available for students who are interested in careers in food service management in restaurants, hotels, country clubs, nursing homes, and related areas. The program emphasizes the planning, organization, and administration of food service programs. Required courses: HEC 124, 223, 224, 326, 327, 426; BUS 230, 346, 446; and ECO 210. The (B) *Nutrition Option* is available for students interested in careers in clinical dietetics. The following courses are required to meet the educational requirements for the American Dietetics Association Plan IV: HEC 124, 326, 327, 355, 426, 427, 428, 429, 764, 930; CHE 111, 141, 112, 142, 221, 241; MAT 110; BIO 101, 141, 102, 142, 323, 343, 334, 344, 436, 446; BUS 230, 346; ECO 210; PSY 100; SOC 230 or 260; SPE 225; and MAT 245 or PSY 200.

The *Interior Design and Housing Concentration* provides opportunities for students interested in residential, commercial, and visual design. Persons in the interior design and housing concentration are required to prepare a portfolio. Required courses: HEC 245, 246, 346, 347, 418, 447, 448, 449; ART 101; 12 additional hours in ART and/or BUS and ECO.

The *General Home Economics Concentration* is designed for students who are entering careers that call for a broad knowledge of all home economics areas. Students in this option are prepared for careers in utility companies, product and equipment promotion, government agencies, The Cooperative Extension Service, and adult education. When combined with the requirements for secondary certification, the student is qualified to teach consumer and homemaking education and occupational home economics at the secondary school level in North Carolina. Students who choose the general concentration must take at least one course in each of the five home economics content areas. Students who choose teacher certification should see the department for specific requirements.

## Child Development and Family Relations

### 204 DEVELOPMENTAL PSYCHOLOGY

See PSY 204 for description. *Credit, three hours.*

### 205 THE PSYCHOLOGY OF EXCEPTIONAL INDIVIDUALS

See PSY 205 for description. *Credit, three hours.*

### 234 THE PRESCHOOL CHILD

A study of the behavior and development of preschool children. Observation of and participation in the care and guidance of a group of preschool children at the Raleigh PreSchool. Emphasis on parent education. Two lectures and three hours of laboratory per week. *Credit, three hours.*

### 335 MARRIAGE AND FAMILY RELATIONSHIPS

A functional course designed to help the student achieve an understanding of personality backgrounds, processes of mate selection, courtship, and marital adjustment as related to successful marriage and family living. *Credit, three hours.*

### 336 PRESCHOOL ACTIVITIES

A study of the principles and components of a creative preschool program which fosters the total development of the child. Prerequisite: HEC 234. Two lectures and three laboratory hours per week. Spring. *Credit, three hours.*

### 334 INFANCY

A study of the development and care of the infant and toddler. Two lectures and three hours of laboratory per week. Fall. *Credit, one hour.*

### 436 PRESCHOOL ADMINISTRATION

A study of the administration of day care centers including staffing, financial management, licensing, equipment, working with boards and parents, health, safety and nutritional concerns. Prerequisite: HEC 234. Two lectures and three hours of laboratory per week. Fall. *Credit, two hours.*

## Clothing and Fashion Merchandising

### 115 PRINCIPLES OF CLOTHING CONSTRUCTION

The practical application of basic construction techniques including pattern alterations and analysis of quality construction in ready-to-wear. Two lectures and four hours of laboratory per week. *Credit, three hours.*

### 213 BEHAVIORAL ASPECTS OF CLOTHING

A study of economic, psychological, and sociological aspects of clothing. Offered alternate fall semesters. *Credit, three hours.*

### 214 APPAREL MERCHANDISING

A study of the operations involved in the production and merchandising of apparel including fashion dynamics and product life cycle. Fall. *Credit, three hours.*

### 316 TAILORING

Advanced techniques in garment selection, fitting, and construction. Analysis of custom and fusible methods of tailoring. Prerequisite: HEC 115. One lecture and five hours of laboratory per week. Offered alternate fall semesters. *Credit, three hours.*

### 314 RETAIL MERCHANDISING

A study of retail operations including store management, buying procedures, retail organization, and merchandising mathematics. Spring. *Credit, three hours.*

### 411 FASHION ILLUSTRATION

A study of basic body proportions and garment silhouettes in creating fashion illustrations for advertising. Use of a vareity of media to achieve appropriate effects for illustrations. Techniques of writing descriptions of garments. Spring. *Credit, one hour.*

### 412 FASHION DISPLAY

A study of retail fashion display with emphasis on types and applications of displays. The use of design principles in creating effective displays. Spring. *Credit, one hour.*

413 FASHION ADVERTISING

A study of the types of retail advertising and the appropriate media for each. An examination of the psychological aspects of advertising for consumer appeal. Spring. *Credit, one hour.*

417 APPAREL DESIGN

Basic principles and methods used in garment structure and design with emphasis on flat pattern. Prerequisite: HEC 115. Offered alternate spring semesters. *Credit, three hours.*

418 CONSUMER TEXTILES

A study of textile products from raw materials through manufacturing and finishing of fabrics. Emphasis on selection and care of textiles. Spring. *Credit, three hours.*

## Consumer Resource Management

355 HUMAN RESOURCE MANAGEMENT

The use of human and material resources to promote individual and family development. Emphasis on management of resources including time, energy, money, and materials. Fall. *Credit, two hours.*

356 CONSUMER HOUSEHOLD EQUIPMENT

The selection, care, and use of common types of household equipment. Spring. *Credit, three hours.*

374 CONSUMER ECONOMICS

See ECO 374. *Credit, three hours.*

455 RESOURCE MANAGEMENT PRACTICUM

Residence in the Ellen Brewer House. Suggested prerequisites: HEC 326 and 355. *Credit, three hours.*

## Foods and Nutrition

124 PRINCIPLES OF FOOD

The scientific principles of food selection and preparation. Two lectures and four hours of laboratory per week. *Credit, three hours.*

222 FOOD CONSERVATION

Comparative study of principles and processes underlying the preservation of food products, emphasizing the application of the fundamental sciences and recent developments. Offered as needed. Prerequisite: HEC 124. *Credit, one hour.*

223 CATERING

Food preparation and techniques for special social occasions. Offered as needed. *Credit, one hour.*

224 CULTURAL FOODS

A study of food and food customs of selected cultures. Offered as needed. Prerequisite: HEC 124. *Credit, one hour.*

227 NUTRITION

Elementary principles of nutrition with practical application in planning diets for normal families. *Credit, three hours.*

326 MEAL MANAGEMENT

A course designed to apply the principles of nutrition and cookery to the planning, preparation, and service of meals of various types and costs, with special emphasis on consumer buying practices and their relation to the food budget. Prerequisite: HEC 124. Two lectures and four hours of laboratory per week. *Credit, two hours.*

327 FOOD SERVICE SYSTEMS ADMINISTRATION

Management in quantity food production by standard methods of food preparation, merchandising, food cost control, equipment care and sanitation, food service personnel management. Fall. Prerequisite: HEC 124. *Credit, three hours.*

426 FOOD SERVICE EQUIPMENT

A study of the selection, operation, care and arrangement of equipment in a food service facility. Offered alternate spring semesters. *Credit, one hour.*

427 EXPERIMENTAL FOOD STUDY

A study of food with emphasis on composition, physical and chemical changes, quality and acceptability. Prerequisite: HEC 124, 326, BIO 436, 446. *Credit, three hours.*

428 ADVANCED NUTRITION

A study of food nutrients, through digestion, absorption, and cellular metabolism. Fall. Prerequisites: CHE 111, 112; BIO 101, 102 and HEC 427. *Credit, three hours.*

429 CLINICAL DIETETICS

Clinical aspects of nutrition. A study of the use of modified diets to treat disease and psychological disorders. Laboratory exercises in dietetics and nutrition. Spring. Prerequisites: HEC 227, 428; CHE 111, 112; BIO 101, 102, and 436. *Credit, three hours.*

## Interior Design and Housing

245 HOUSING

Study of the psychological, physiological, and social aspects of environment within and outside the dwelling. Study of needs of aged and handicapped. Study of floor plans, residential construction, legal and financial aspects, and site selection and landscaping. Government policies influencing housing: zoning codes. Fall. *Credit, three hours.*

246 HOME FURNISHINGS MATERIALS

An in-depth study of textiles in home furnishings, wood furniture, and crafts and budget decorating. Opportunity to develop skill in designing window treatments, upholstering simple furniture, refinishing wood furniture, and designing quality crafts for the home. *Credit, three hours.*

346 INTERIOR DESIGN I

An exploration of the basic principles and skills of interior design. Includes the application of color dynamics, basic principles of design, a summary of significant architectural and interior design statements, and a consumer's guide to buying interior furnishings and accessories. Students will design a simple residence. Studio problems in interior design. Six hours per week. Also offered as ART 346. *Credit, three hours.*

### 347 INTERIOR DESIGN II

Architectural drafting, residential construction processes, perspective techniques, lighting and wiring for residential uses, use of computers in interior design, and portfolio development. Prerequisite: HEC 346. Also offered as ART 347. *Credit, three hours.*

### 447 COMMERCIAL DESIGN

The execution of creative solutions for commercial and institutional interior design problems. In-depth study of interior and exterior lighting solutions. Introduction to interior design profession. Development of portfolio. Prerequisite: HEC 346, 347. Spring. Also offered as ART 447. *Credit, three hours.*

### 448 HISTORY OF ARCHITECTURAL INTERIORS AND FURNISHINGS

A study of architectural interiors and furnishings from antiquity to present. Relationship of architecture, art and furniture styles to interiors. Survey of contemporary designers. Prerequisite: HEC 346. Also offered as ART 448. *Credit, two hours.*

### 449 SPECIAL PROBLEMS IN INTERIOR DESIGN

Developing solutions for specialized interior design problems. Application to either contract or residential design. May be repeated. Fall. Prerequisite: HEC 346, 347. Also offered as ART 449. *Credit, one hour.*

## Seminar

### 499 SENIOR SEMINAR

History, philosophy, and current trends in home economics. Fall. Pass-fail grading only. *Credit, one hour.*

## Education

### 764 METHODS OF TEACHING HOME ECONOMICS

Practical experience in lesson planning using a variety of techniques including demonstrations, games, visual aids, feltboards, bulletin boards, and displays. Recommended for all majors. Required for secondary education majors. May not be counted toward a major. Spring. *Credit, three hours.*

### 765 OCCUPATIONAL HOME ECONOMICS

A survey of the curriculum for secondary home economics education (Consumer and Homemaking and Occupational Home Economics). Includes a study of program organization, needs assessment, advisory committees, curriculum development, vocational student organizations, and legislation. Includes field experience. Fall. *Credit, two hours.*

### 930 INTERNSHIP

Supervised professional experience in selected commercial or industrial organizations, public or private agencies, in accordance with major course of study of the student. *Credit, one to three hours.*

*Students who wish advanced study in home economics should consult with the department head and arrange for it through the special studies options listed on page 77.*

# MATHEMATICAL SCIENCES

Professor Wheeler, *Head;* Professor Davis; Associate Professors Bouknight, Kraines and Preston; Instructor Taylor.

The department offers a wide variety of options to the Meredith student. Several introductory courses are available to satisfy the general education needs of the student, a minor program can be designed in either mathematics or computer science to complement the rest of a student's program, and one of three majors can be obtained.

The major in mathematics for the B.A. degree is designed to allow maximum flexibility for a major in mathematics. It is a good option for a student treating mathematics as a second major. The requirements for this major provide adequate preparation for a prospective teacher of mathematics. The major in mathematics for the B.S. degree has more specific requirements than does the major for the B.A. In addition to requiring more mathematics, it reflects the department's belief that every mathematics major should develop some expertise in a related area outside of mathematics. The interdisciplinary mathematics/computer science major for the B.S. degree is directed toward those students who wish a dual focus in their studies in the mathematical sciences.

The goal of the general studies courses, elective courses and major courses taught by the Mathematical Sciences Department is to assist students in developing.

*Skills in computation, abstraction, problem solving, and logical reasoning.
*Knowledge of algebra, analysis, geometry, probability, statistics, computer science and their applications.
*An awareness of the need for continued learning in mathematical sciences.

## *Requirements for Majors*

### CORE CURRICULUM

1. MAT 211, 212, 220, 250, 313
2. At least one course chosen from MAT 321, 410, 425 or 434

### BACHELOR OF ARTS — Mathematics

1. Core Curriculum
2. At least 26 hours in mathematics courses numbered 200 or above.

### BACHELOR OF SCIENCE — Mathematics

1. Core curriculum, MAT 415, and a second course chosen from MAT 321, 410, 425 or 434.
2. At least 32 hours in mathematics courses numbered 200 or above.
3. CSC 201
4. One of the sequences CHE 111-112 or PHY 211-212.
5. At least 12 semester hours in one of the following related areas: biology, business and economics, chemistry and physics, or computer science.

### BACHELOR OF SCIENCE — Mathematics/Computer Science

1. Core curriculum plus MAT 360
2. At least 26 hours in mathematics courses numbered 200 or above
3. At least 15 hours in computer science courses numbered 200 or above including CSC 201, 222, 301 and 321.
4. At least 44 hours in mathematics and computer science courses numbered 200 or above.

## *Requirements for Certification*

Early childhood certification: MAT 150 and 110 or 120

Intermediate certification: MAT 150 and 110 or 120

Middle grade certification: MAT 150 (unless math concentration)

Secondary certification (in area other than mathematics): any three hours of mathematics

Secondary certification in mathematics: at least 30 hours in mathematics courses (including 100 level mathematics courses) that must include MAT 321, 334, and 340. In addition, at least three hours in computer science are required.

## *Credit Testing in Mathematics*

Each year during freshman orientation the department gives tests in algebra, trigonometry, and introductory calculus. If satisfactory scores are attained, credit will be given for the appropriate courses. Also, any student enrolled in an Advanced Placement calculus in her senior year in high school may request placement in MAT 212 with credit for MAT 211 upon presentation of satisfactory scores on the proper examination.

## *Curriculum*

### Introductory College Mathematics

These courses introduce students to mathematical thinking at the college level, satisfy general studies requirements, satisfy degree and certification requirements in several areas, and, in the case of MAT 110, prepare the student for specific upper level courses in mathematics.

**110 ELEMENTARY FUNCTIONS**

Includes the definition of function and the algebra of functions, polynomial and rational functions, exponential functions, logarithmic functions, trigonometric functions, and functions of two variables. The course builds on the algebraic and geometric concepts taught in high school. *Credit, three hours.*

### 120 FINITE MATHEMATICS

A study of enumeration (counting), probability, computational linear algebra, and linear programming with applications of these topics in a variety of areas. *Credit, three hours.*

### 150 FUNDAMENTAL CONCEPTS OF MATHEMATICS

Includes set theory, the metric system, numeration systems, abstract mathematical systems, metric and non-metric geometry, elementary number theory, elementary algebra, and the development of the real number system. *Credit, three hours.*

## Analysis

### 211 CALCULUS I

Introduces the ideas of limits, derivatives and integrals with their principal interpretations and applications. Prerequisite: MAT 110 or placement. *Credit, four hours.*

### 212 CALCULUS II

A continuation of the calculus of functions of one variable. Prerequisite: MAT 211. *Credit, three hours.*

### 313 CALCULUS III

A continuation of 212 with a focus on the theory and techniques of multivariable calculus. Prerequisite: MAT 212. *Credit, three hours.*

### 354 INTRODUCTION TO DIFFERENTIAL EQUATIONS

Includes first order equations, linear equations of higher order, Laplace transforms, series solutions, and their applications. Prerequisite: MAT 212. *Credit, three hours.*

### 410 ADVANCED CALCULUS

In depth examination of the foundations of calculus. Prerequsite: MAT 313. *Credit, three hours.*

### 415 TOPICS IN ANALYSIS

Topics chosen from among the areas of complex variables, real analysis, or advanced calculus. *Credit, three hours.*

## Algebra

### 220 LINEAR ALGEBRA

A study of vector spaces, linear transformations, matrices, determinants and their applications. Prerequisite: MAT 211. *Credit, three hours.*

### 321 MODERN ABSTRACT ALGEBRA

A study of general algebraic systems beginning with the set and proceeding through groups, rings, and fields. Prerequisite: MAT 250. *Credit, three hours.*

### 425 TOPICS IN ALGEBRA

Topics chosen from the areas of advanced linear algebra, number theory or abstract algebra. *Credit, three hours.*

## Geometry

### 334 MODERN COLLEGE GEOMETRY

A study of geometry which emphasizes Euclidean geometry and introduces hyperbolic, elliptic, and transformational geometries. Prerequisite: four semesters of math above 100 level. *Credit, three hours.*

### 434 TOPICS IN GEOMETRY AND TOPOLOGY

Topics chosen from the areas of geometry or topology. *Credit, three hours.*

## Probability and Statistics

### 245 BASIC STATISTICS

A general introduction to descriptive and inferential statistics for the non-math major. Includes elementary probability, distributions, estimation of population parameters, confidence intervals, hypothesis testing, correlation, and regression. Credit will not be allowed for both MAT 245 and PSY 200. *Credit, three hours.*

### 340 INTRODUCTION TO PROBABILITY

A study of probability as a mathematical system. Includes random variables and their distributions, limit theories, and topics in statistical inference. Prerequisite: MAT 212. *Credit, three hours.*

### 341 ADVANCED PROBABILITY AND STATISTICS

A study of statistical theory and inference from data. Includes estimation, decision theory, and testing relationships in a set of random variables. Prerequisite: MAT 340. *Credit, three hours.*

## Miscellaneous

### 250 AN INTRODUCTION TO MATHEMATICAL REASONING

A study of logic, sets, and the techniques of mathematical proof. Students will be actively involved in the construction and exposition of correct mathematical proofs. *Credit, one hour.*

### 360 NUMBERICAL ANALYSIS

Computational procedures using computers. Topics include numberical methods for solving nolinear equations, systems of linear equations, and ordinary differential equations; polynominal and least squares approximation; interpolation; numerical differentiation; and numerical quadrature.

### 362 DISCRETE MATHEMATICS

Topics chosen from the areas of combinatorics, graph theory, and other discrete mathematics of particular application in computer science.

### 764 METHODS OF TEACHING SECONDARY MATHEMATICS

May not be counted toward a major. *Credit, three hours.*

## Computer Science

Courses with a CSC prefix do not apply toward the mathematics general education requirements. However, such courses are complementary to any quantitatively oriented program.

### CSC 100 INTRODUCTION TO COMPUTING

A study of the capabilities and limitations of the computer including its impact on society. A simple theoretical computer gives the student insight into computer design. Flow charting is used to study the design of algorithms. Several simple computer programs are written from the flow charts and run on the computer. *Credit, two hours.*

### CSC 101 INTRODUCTION TO A LANGUAGE

A study of a specific computer language. Prerequisite: CSC 100. *Credit, one hour.*

### CSC 201 COMPUTER PROGRAMMING

An introductory course in problem solving on the computer. The student will learn program design and program implementation in a structured programming language. Prerequisite: MAT 211. *Credit, three hours.*

### CSC 211 COBOL PROGRAMMING

Introduction to programming in the Cobol language. Prerequisite: Three hours of computer science. *Credit: Three hours.*

### CSC 212 ADVANCED PROGRAMMING

An intermediate level programming course with goals of continuing development of discipline in program design and in debugging and testing larger programs. Prerequisite: Either CSC 201 or 211, depending on the language used. *Credit: Three hours.*

### CSC 222 INTRODUCTION TO COMPUTER SYSTEMS

Provides the basic concepts of computer systems, introduces computer architecture and teaches an assembly language. Prerequisite: CSC 201. *Credit: Three hours.*

### CSC 301 INTRODUCTION TO DATA STRUCTURES

Discusses a number of the fundamental data structures such as linear lists, stacks, linked lists, and trees as well as common algorithms used in acting on these data structures. Prerequisite: CSC 222. *Credit, three hours.*

### CSC 321 TOPICS IN COMPUTING SCIENCE

A junior-senior level topic in computer science. Prerequisite: CSC 222. *Credit: Three hours.*

*Under the auspices of Cooperating Raleigh Colleges students in the mathematical sciences can take courses at North Carolina State University. This option is most often used to add a course or two in a specialized area of interest to the student. However, it has been used to earn a second degree at NCSU while completing a degree at Meredith. Courses in biomathematics, computer science, engineering, mathematics and statistics have been taken by Meredith students availing themselves of this option.*

*Students who wish advanced study and research in mathematics should consult with the departmental head and arrange for it through the special studies options listed on page 77.*

# MUSIC AND THE PERFORMING ARTS

Professor David Lynch, *Head*; Professor Clyburn; Associate Professors Fogle and Vaglio; Assistant Professors Creagh, Garriss, Haeseler, and F. Page; Instructor Douglass; Adjunct Adams, Craver, Cutchin, Daugherty, Downward, Dunson, Farrington, Goode, Gorski, Hawkins, House, Hudson, Kelly, S. Lohr, T. Lohr, M. Lynch, Mueller, H. Partridge, M. Partridge, Powers, Riva-Palacio, Southwick, Whitlow, Windham, and Witt; Paul Gabriel, Light and Sound Technician.

## *Purpose*

The study of music, theatre, and speech at Meredith has a twofold emphasis: (1) the importance of the performing arts as basic components of a liberal arts education, available to all students; (2) professional training of the highest calibre for students who plan to pursue careers in the performing arts.

The student who chooses a major or a concentration in the performing arts will be prepared to pursue a variety of careers: as a teacher, a performer, an actor, a director, a technician, a business person, a church musician or minister — all directly related to the performing arts; or she may choose a career in a different field, in which the disciplines learned in the performing arts will give her a distinct advantage in mastering other skills.

## *Areas of Concentration*

The department offers the following major programs: Bachelor of Arts in music, musical theatre, or theatre; Bachelor of Music in applied music, music education, or piano pedagogy.

A Certificate in Church Music may be earned in conjunction with any of the undergraduate majors in music. Minors are available in music, musical theatre, and theatre. Additional concentrations may be developed upon request of students with special areas of interest, either within the department or on an interdisciplinary basis.

The Master of Music, with a major in either Performance and Pedagogy or in Music Education, is also offered. Information is available in the music department or in the office of the registrar.

## *Audition and Interview*

Because of the highly personal nature of the performing arts, it is important that students who are interested in majoring in music or theatre come to the campus for an interview with members of the faculty. An audition at the same time is beneficial for determination of background, special interests, and potential. An audition is prerequisite for admission into a major program and for scholarship consideration, and sometimes, though not always, for admission to the college itself. In cases where distance prohibits a personal visit, a tape recording may be sent in lieu of a personal audition.

## *Requirements for a Major*

## BACHELOR OF ARTS

### 1. Major in Music

The Bachelor of Arts in music is intended for the student who wishes music to be part of a total liberal arts program or for the student who may wish to do graduate study in musicology, music history, or composition. Some students pursuing the B.A. in music also obtain the early childhood or intermediate education teaching certificates; some, a second major in another subject (such as religion, psychology, business, mathematics) to prepare for careers which provide the opportunity to use a variety of disciplines.

The Bachelor of Arts in music requires at least 48 hours in music, as follows:

| | |
|---|---|
| Music courses | 32 |
| Theory 100, 101, 202, 203 | 12 |
| Ear-Training 150, 151, 252, 253 | 4 |
| Keyboard 140, 141, 242, 243 | 4 |
| Music Literature 215 | 2 |
| Music History 310, 311, 312, 313 | 8 |
| Seminar in Music Literature 494 | 2 |
| Applied music and electives | 16 |
| Minimum in applied music | 8 |
| Graduation recital 490 | 1 |
| Electives in music | 7 |

### 2. Major in Theatre

The Bachelor of Arts in theatre is designed to introduce the student to the discipline of theatre and to prepare her for further work and study in theatre. It may easily be combined with a second major in any other subject. It is interdisciplinary in nature, and it places an emphasis on the practical and theoretical aspects of stage performance and support services.

The Bachelor of Arts in theatre requires at least 24 hours in theatre and 6 hours in speech, as follows:

| | |
|---|---|
| Theatre courses | 24 |
| Theatre 214, 124, 315, 425, 245 | 14 |
| Practica 240 | 6 |
| (to include at least one of each of the following: stage management, business management, costume construction, set construction, performance) | |
| Project 940 (area of specialization) | 1 |
| Electives in theatre | 3 |
| Speech courses (guided electives) | 6 |

Also required is the following related course:

| | |
|---|---|
| HEC 115 (Beginning Clothing Construction) | 3 |

### 3. Major in Musical Theatre

The Bachelor of Arts in musical theatre adds the dimension of music to that of theatre, and prepares the student for further work in musical theatre. It is also interdisciplinary in nature, and combines easily with a second major in another subject. Its requirements are listed below.

| | |
|---|---|
| Theatre courses | 27 |
| Theatre 214, 124, 224, 315, 245, 495 | 17 |
| Practica 240 | 6 |
| (to include at least one of each of the following: stage management, business management, costume construction, set construction, performance) | |
| Project 940 (area of specialization) | 1 |
| Electives in theatre | 3 |
| Speech courses (guided electives) | 3 |
| Music courses | 15 |
| Music 100, 150, 151, 215 | 7 |
| Voice | 6 |
| Piano | 2 |

Also required are the following related courses:

| | |
|---|---|
| HEC 115 (Beginning Clothing Construction) | 3 |
| Dance courses (activity courses) | 3 |

## BACHELOR OF MUSIC

The four-year Bachelor of Music degree with a major in applied music, piano pedagogy, or music education seeks to produce competent, practical musicians who are well versed in the liberal arts.

The major in applied music prepares the student for a career in performance, private teaching, church music, and (after graduate work) college teaching. The major in piano pedagogy prepares the studio piano teacher who will teach students of all ages and abilities in individual or group lessons. The major in music education leads to a K-12 public school teaching certificate in music, and it also prepares a student for private school teaching, private teaching, and church music. The study of music in all of the programs, including the B.A. in music, may also prepare the student for specialized study leading to various types of work related to the music industry.

Requirements for the degree are outlined below.

### Major in Applied Music

| | |
|---|---|
| LIBERAL ARTS AND SCIENCES | 42 |
| English composition | 3 |
| Major British writers | 3 |
| Foreign language | 6-12 |
| (Students will be placed at the appropriate level by the foreign languages department. Voice majors will be required to demonstrate a proficiency comparable to that attained by the end of the first college year in two of the following languages: French, German, Italian.) | |
| Religion | 6 |
| (A six-hour introduction to the Old and New Testaments *or* a three-hour introduction to Biblical literature and one advanced three-hour course) | |
| Social and behavior sciences | 6 |
| A. History of Western Civilization | 3 |
| B. Select a course from the following categories: economics, human geography, politics, psychology, sociology, and anthropology | 3 |
| Mathematics and natural sciences | 3-4 |
| (Select one course from the following categories: biology, chemistry, mathematics, physical geography, physics) | |
| Health and physical education | 4 |
| (Choose four activity courses, or two activity courses and a two-hour course in health or first aid) | |
| Electives in liberal arts and sciences | 4-11 |

| | |
|---|---|
| MUSIC COURSES | 82 |
| **1. Major in keyboard or instrument** | |
| Theory 100, 101, 202, 203 | 12 |
| Ear-Training 150, 151, 252, 253 | 4 |
| Keyboard 140, 141, 242, 243 | 4 |
| Music Literature 215 | 2 |
| Music History 310, 311, 312, 313 | 8 |
| Pedagogy 220, 322 | 4 |
| Seminar in Music Literature 494 | 2 |
| Seminar in Theory 394 | 2 |
| Literature of Applied Music 314 | 2 |
| Principal applied study | 24 |
| Secondary applied stud(y)(ies) | 4 |
| Junior Recital 390 | 1 |
| Graduation Recital 490 | 1 |
| Keyboard proficiency | |
| Music electives | 12 |
| Organ Majors must take Advanced Keyboard 340 | |

| | |
|---|---|
| **2. Major in voice** | |
| Theory 100, 101, 202, 203 | 12 |
| Ear-Training 150, 151, 252, 253 | 4 |
| Keyboard 140, 141, 242, 243 | 4 |
| Music Literature 215 | 2 |
| Music History 310, 311, 312, 313 | 8 |
| Pedagogy 220 | 2 |
| Phonetics 256, 257 | 2 |
| Seminar in Music Literature 494 | 2 |
| Seminar in Theory 394 | 2 |
| Literature of Applied Music 314 | 2 |
| Voice | 24 |
| Secondary applied study(ies) | 4 |
| Junior Recital 390 | 1 |
| Graduation Recital 490 | 1 |
| Keyboard proficiency | |
| Music electives | 12 |

## Major in Piano Pedagogy

| | |
|---|---|
| LIBERAL ARTS AND SCIENCES | 42 |
| (See Liberal Arts and Sciences requirements for Bachelor of Music, Major in Applied Music) | |
| MUSIC COURSES | 82 |
| Theory 100, 101, 202, 203 | 12 |
| Keyboard 140, 141, 242, 243 | 4 |
| Ear-Training 150, 151, 252, 254 | 4 |
| Music Literature 215 | 2 |
| Music History 310, 311, 312, 313 | 8 |
| Literature of Applied Music 314 | 2 |
| Principal applied study (piano) | 22 |
| Secondary applied stud(y) (ies) | 4 |
| Pedagogy 220, 321, 322, 423, 424, 425 | 11 |
| Lecture-recital or workshop 391 | 1 |
| Graduation Recital 490 | 1 |
| Electives in music | 11 |

## Major in Music Education

| | |
|---|---|
| LIBERAL ARTS AND SCIENCES | 42 |
| English Composition | 3 |
| Major British Writers | 3 |
| Foreign language | 6 |
| (Students will be placed at the appropriate level by the Department of Foreign language.) | |
| Religion | 6 |
| (A six-hour introduction to the Old and New Testament *or* a three-hour introduction to Biblical literature and one advanced three-hour course) | |
| Social and behavior sciences | 6 |
| A. History of Western Civilization | 3 |
| B. The Psychology of Exceptional Individuals (PSY 205) | 3 |
| Mathematics and natural sciences | 6-7 |
| Mathematics | 3 |
| Natural science | 3-4 |
| (Select from one of the following categories: biology, chemistry, physical geography, physics) | |
| Health and physical education | 4 |
| (Choose four activity courses, or two activity courses and a two-hour course in health or first aid) | |
| Electives in liberal arts and sciences | 7-8 |
| MUSIC AND PROFESSIONAL EDUCATION | 82 |
| Theory 100, 101, 202, 203 | 12 |
| Ear-Training 150, 151, 252, 253 | 4 |
| Keyboard 140, 141, 242, 243 | 4 |
| Music Literature 215 | 2 |
| Music History 310, 311, 312, 313 | 8 |
| Winds and Percussions 070 | 4 |
| String Instruments 060 | 2 |
| Guitar Lab 068 | 1 |
| Instrumentation 304 | 1 |
| Choral Arranging 308 | 2 |
| Conducting 300, 301 | 4 |
| Principal applied study | 14 |
| Secondary applied study (ies) | 3 |
| Students whose principal applied study is not voice should take 3 hours of voice as secondary applied or elective. | |
| Graduation Recital 490 | 1 |
| Keyboard proficiency | |
| EDUCATION, METHODS, AND ELECTIVE COURSES | |
| Materials and Methods Elementary 720 | 2 |
| Materials and Methods Middle 721 | 2 |
| Materials and Methods Secondary 722 | 2 |
| Educational Psychology 234 | 3 |
| Foundations of American Education 232 | 3 |
| Student Teaching 439 (Block) | 6 |
| Electives in music, professional education, or psychology | 0-2 |
| Reading | 1-3 |
| (EDU 344 or 471) | |

## Certificate in Church Music

Students interested in church music are encouraged to earn this certificate. The candidate must complete one of the four major undergraduate degree programs in music, including the following specific requirements:

| | |
|---|---|
| Conducting 300, 301 | 4 |
| Church Music 395, 396, 397 | 6 |
| Field Work 934 | 4 |
| Religion | 12 |
| (In addition to the six-hour religion requirement for all degrees, choose six additional hours. The following are recommended: REL 381, 382, 384, 389) | |
| Applied Music | 18-28 |
| Principal applied | 14-24 |
| (Organ, voice or piano)<br>Complete 300 level | |
| Secondary applieds | 4 |
| At least two semesters at 100 level in two of the following (other than principal applied): organ, piano, voice | |
| Graduation Recital 490 | 1 |
| Ensembles must include the following experiences: | |
| Choral ensembles | 4 semesters |
| Handbells | 2 semesters |
| Accompanying | 2 semesters |
| (Students whose principal applied is organ or piano) | |

## MASTER OF MUSIC

Meredith offers two graduate degrees in music. *The Master of Music in Performance and Pedagogy* emphasizes performance, teaching methods, literature, and research, to produce studio and college teachers who are well grounded in their area of performance. *The Master of Music in Music Education* emhasizes philosophy, theory, and methods of music education, advanced courses in education, and psychology and music courses to produce music educators of the highest calibre. Requirements for these degrees are outlined in a separate publication which may be obtained from the music department or from the office of the registrar.

### Preparatory Division

Through the School of Music, the department provides instruction in applied music, theory, and music appreciation to non-credit students of all ages within the Raleigh area. Both faculty members and advanced pedagogy students teach in the School of Music program. Registration is on a semester-to-semester basis. An audition is required for admission; continuation from one semester to another is contingent upon satisfactory progress.

### Facilities

BUILDINGS: Instruction in the performing arts takes place in the Harriet Mardre Wainwright Music Building, completed in 1977, in adjacent Jones Hall, constructed in 1950 and renovated as a fine arts center in 1978, and in Christina and Seby Jones Chapel, completed in 1982. The principal performing spaces include Jones Auditorium (theatre, organ recitals, dance), Clara Carswell Concert Hall (recitals and concerts), the Studio Theatre (more intimate performances and rehearsals), and Jones Chapel (organ and choral performances). Teaching and practice space includes three large classrooms, two seminar rooms, a rehearsal hall, a scene shop, an electronic studio, two recording studios, 24 faculty offices and studios, and 30 practice rooms.

EQUIPMENT: A large inventory of equipment is available for effective teaching and learning. Musical instruments include about 20 grand pianos, 45 upright pianos, two concert organs (a 1970 3-manual Austin in Jones Auditorium and a 1983 2-manual mechanical action Andover in Jones Chapel), four studio and practice organs (two Holtkamps, a Ryan tracker, and a Wicks), an electronic piano laboratory, and a collection of orchestral instruments. Electronic equipment includes a complete electronic music laboratory, including a synthesizer; numerous recording and playback instruments, both tape and disc; and a computer laboratory. Students and faculty have access to videotaping equipment in the performing arts complex. The theatre possesses excellent lighting, sound, and stage machine systems, making it one of the best-equipped theatrical facilities in the area.

LIBRARY: A fine collection of books, reference works, and periodicals on performing arts is located in the Carlyle Campbell Library. In addition, the Music Library, located in the Harriet Mardre Wainwright Music Building, contains a number of scores, including several complete editions, over 3,500 recordings, and several courses of programmed instruction on tapes and computer diskettes.

### Performances

Each year Meredith brings to the campus distinguished performers and lecturers for public performances and special instruction to students. In addition, a large number of artists, ensembles, orchestras, and touring companies perform in Raleigh under sponsorship of local series. Among the series available to Meredith Students are the Friends of the College, Stewart Theatre, the Chamber Music Guild, North Carolina Symphony, Raleigh Little Theatre, and the National Opera Company. Members of the Meredith faculty are active as performers. Students themselves, of course, provide the greatest number of musical and theatrical programs.

It is essential that students experience as large and varied a selection of performances as possible. All undergraduate music and theatre majors are expected to attend at least 15 programs per semester, selected in consultation with their instructors, from the large number of performances available on campus and in the Raleigh area. In addition, music majors are required to attend all Thursday student recitals. Regular attendance at public performances is as much a part of the learning experience as lessons, literature, history, practice, and other classes.

## *Specific Requirements for Music Majors*

### Performance Requirements

Performance is at the core of the music curriculum. Every musician performs regularly —whether on stage, in church, in the classroom, or in the studio— in every way that she puts into action her musical training. Consequently, a great deal of emphasis is placed upon developing skills of performance.

Specifically, the following minimum requirements apply: Bachelor of Arts music majors and Bachelor of Music music education majors perform at least once each year in student recitals and present a partial graduation recital. Applied music majors and piano pedagogy majors in the Bachelor of Music program perform at least twice each year (except in the freshman year, when they perform once) in student recitals and present a partial junior recital (lecture-recital for piano pedagogy majors) and a full graduation recital. Master of Music in performance and pedagogy candidates normally will perform at least once each semester on Student Recital, and will give a lecture-recital and a graduate recital.

Performances in recitals and jury examinations each semester in all applied music courses are normally given from memory.

Students taking part in any public performances, on or off campus, should consult with their respective principal applied teachers in advance.

## Keyboard Proficiency

All students in the Bachelor of Music degree program must pass an examination designed to include basic aspects of practical musicianship needed to be effective in both classroom and studio situations (at the level of Piano 144). Music education majors must pass keyboard proficiency before student teaching. The examination includes prepared performance of national songs, cadences, scales, arpeggios, harmonization, transposition, and sight-reading.

All students in the Bachelor of Music degree program must complete at least one semester of Piano 144.

## Student Recitals

Varied student recital programs and departmental convocations are held Thursday afternoons. All students majoring in music are required to attend.

# *Courses in Music*

Courses in music may fulfill humanities-fine arts area distribution requirements for student not majoring in music.

## Theory

### 100, 101 ELEMENTARY THEORY

Introduction to the theory of music; fundamental aspects of melody and harmony in Western music explored in detail. Emphasis on rhythm and meter, notation, tonality, triads, melodic writing and analysis, modulation, two-, three-, and four-voice writing, and functional harmony through dominant seventh chords. Prerequisite: Theory 100 before 101. Corequisite: Ear-Training 150, 151. Three class hours weekly. *Credit, three hours each semester.*

### 140, 141, ELEMENTARY KEYBOARD

Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transposition of melodies stressing interval relationships and using basic accompanying patterns in improvisation. Sight-reading. Prerequisite: 140 before 141. *Credit, one hour each semester.*

### 150, 151 ELEMENTARY EAR-TRAINING

Introduction to sight-singing and ear-training through the basic elements of intervallic relationships, rhythm, and chord structure. The course is designed to enhance a theoretical understanding of melodic, rhythmic, and harmonic movement. Use of listening and computer labs to drill practical skills. Prerequisite: 150 before 151. Corequisite: Theory 100, 101. Two class hours weekly. *Credit, one hour each semester.*

### 202, 203 ADVANCED THEORY

Review and continuation of functional harmony. Seventh, ninth, 11th chords. Study of form, analysis, counterpoint, 20th centery techniques. Harmonic dictation. Prerequisites: Theory 101 before 202, 202 before 203. Corequisites: Ear-Training 252, 253. *Credit, three hours each semester.*

### 242, 243 INTERMEDIATE KEYBOARD

Reinforcement at the keyboard of harmonic vocabulary associated with Theory 202, 203. Emphasis on four-part texture, with controlled voice leading, through realization of abstract harmonic settings, figured bass and melody accompaniment. Development of basic functional skills, such as harmonization and improvisation of melody, score reading, sight-reading and transposition. Prerequisite: Keyboard 141 before 242, 242 before 243. *Credit, one hour each semester.*

### 252, 253 INTERMEDIATE EAR-TRAINING

Continued development of sight-singing and ear-training skills begun in Ear-Training 150, 151. Prerequisite: Ear-Training 151 before 252, 252 before 253. Corequisite: Theory 202, 203. Two class hours weekly. *Credit, one hour each semester.*

### 304 INSTRUMENTATION

A study of the ranges, qualities, and limitations of orchestral and band instruments. Emphasis is placed upon the distribution of parts to instruments within each choir and discussion of solo and accompanying qualities of the various instruments. Arranging for small groups is included as time permits. Prerequisite: Theory 202. *Credit, one hour.*

### 308 CHORAL ARRANGING

Sung melody and the manner in which it may be arranged, beginning with plainsong and progressing through the 20th century. Emphasis upon counterpoint, voicings, form, function, and accompanying instruments in arranging music for two, three, and four or more voice parts. Assignments are selected by the student in consultation with the instructor to meet her individual needs. Prerequisite: Theory 202. *Credit, two hours.*

### 340 ADVANCED KEYBOARD TECHNIQUES

Intense development, in the piano laboratory, of reading and accompanying skills. Sight-reading literature suitable for use in the classroom and church situations, using school music texts, anthem accompaniments, open vocal score reading, and art song accompaniment. Some work also in improvisation, service-playing techniques. Prerequisites: Piano 144, Keyboard 243. *Credit, one hour.*

### 394 SEMINAR IN THEORY

Research in advanced topics in music theory, differing each semester. Topics such as the following will be studied: counterpoint, form and analysis, and period styles of important composers. May be repeated for credit. Prerequisite: Theory 203. *Credit, two hours.*

### 506 COMPUTERS AND MUSIC

An introduction to Basic programming with emphasis upon the development of algorithms based upon musical content. Flow-charting is studied as a technique which helps to clarify the overall direction of a program. Computer games as well as low and high resolution graphics are included.

### 105, 205, 305, 405 COMPOSITION

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups. *Credit, one to four hours each semester.*

## History and Literature

### 214 MUSIC APPRECIATION

A course designed to impart an understanding of music as an element of liberal culture and to develop the power of listening intelligently. Masterworks in music literature will be learned. No technical knowledge required. *Credit, three hours.*

### 215 MUSIC LITERATURE

Study of the development of important musical styles and forms through history. Listening to musical examples is correlated with the study of musical scores. Required of freshman majors. *Credit, two hours.*

### 310 MEDIEVAL AND RENAISSANCE MUSIC

A historical and stylistic study of music from ancient Greece through the end of the Renaissance (1600), including analysis, composition in specific styles, performance, and listening. *Credit, two hours.*

### 311 BAROQUE MUSIC

A historical and stylistic study of music of the Baroque period (1600-1750), including analysis, composition in specific styles, performance, and listening. *Credit, two hours.*

### 312 CLASSIC AND ROMANTIC MUSIC

A historical and stylistic study of music of the Viennese Classic and Romantic periods (1720-1900), including analysis, composition, performance, and listening. *Credit, two hours.*

### 313 TWENTIETH CENTURY MUSIC

A historical and stylistic study of music of the twentieth century, including analysis, composition, performance, and listening. *Credit, two hours.*

### 314 LITERATURE OF APPLIED MUSIC

A chronological study of the principal repertoire for instruments or for voice, with emphasis on the important compositional schools represented in applied music instruction at Meredith. Faculty and student performances of representative compositions will be incorporated. *Credit, two hours.*

### 494 SEMINAR IN MUSIC LITERATURE

Research in problems related to music literature, history, or performance selected by the instructor, individual students, or the class. Different topics each semester; may be repeated for credit. *Credit, two hours.*

## Music Education, Pedagogy, Phonetics

### 060 STRING INSTRUMENTS

Practical study of string instruments with emphasis on the violin, including teaching methods. May be repeated for credit. *Credit, one to three hours each semester.*

### 070 WIND AND PERCUSSION INSTRUMENTS

A beginning instrumental class which gives the student the opportunity to gain competency in playing at least two brass and woodwind instruments, and basic snare drum rudiments. For the winds, emphases are upon correct embouchure, fingerings, breathing, and tonguing. May be repeated for credit. Credit, one to three hours each semester.

### 220 PEDAGOGY I

Survey of beginner methods and elementary literature, technique, and theory. Two class hours weekly. Observation of lessons of beginning and elementary students. *Credit, two hours.*

### 321 PEDAGOGY II

Survey of intermediate literature and materials. Two class hours weekly. *Credit, two hours.*

### 322 PRACTICUM

Teaching of a beginning student, and observation of intermediate students. Continues through two semesters (fall and spring). *Credit, one hour each semester.*

### 423 PEDAGOGY III

Survey of advanced literature and materials. Two class hours weekly. *Credit, two hours.* Corequisite, MUS 424.

**424 PRACTICUM** Teaching student(s) beyond the beginning level. Observation of advanced students. Continues through two semesters (fall and spring). *Credit, two hours for the year.*

### 425 SEMINAR/INTERNSHIP

Studio internship with a professional piano teacher, either at Meredith or in private practice, to last six to eight weeks. Pedagogy seminar, covering a topic of importance to the prospective teacher, to last six weeks. *Credit, two hours.*

### 256,257 PHONETICS FOR SINGERS

Study of the International Phonetic Alphabet and its application to the pronunciation of Italian, Ecclesiastical Latin, German, and French. Emphasis on application of principles of pronunciation to texts in vocal literature. *Credit, one hour each semester.*

### 300, 301 CONDUCTING AND CHORAL LITERATURE

A study of basic conduction patterns, techniques, and rehearsal procedures. Laboratory experiences are concerned with learning about music through the rehearsal and study of choral literature. Emphasis is placed upon characteristics of style, musical analysis, and performance techniques as applicable to literature selected from all historical periods. Prerequisites: Theory 101; 300 before 301. *Credit, two hours each semester.*

503 ADVANCED CONDUCTING

A study of techniques needed to project the conductor's concept in rehearsal and performance. Students will participate in choral and instrumental rehearsals and may be involved in public performance. *Credit, two hours.*

720 MATERIALS AND METHODS IN ELEMENTARY SCHOOLS

Designed for music education majors, this course is based on the development of concepts through a series of sequential music activities. Attention is given to formulating a philosophy of music education, Orff, Kodaly, and Dalcroze techniques and philosophies, state-adopted texts, teaching techniques and lesson planning. Public school observation and teaching is included. Prerequisite: Theory 101, Ear-Training 151. *Credit, two hours.*

721 MATERIALS AND METHODS FOR MIDDLE SCHOOLS

A study of teaching methodologies appropriate for middle school with special attention given to classroom management, learning activity packets, learning centers and uses of computer in music teaching. Prerequisite: Theory 101, Ear-Training 151. *Credit, two hours.*

722 MATERIALS AND METHODS IN SECONDARY SCHOOLS

A study of the scope and sequence in the music program in the secondary school with special emphasis on the choral program. Attention is given to the changing voice, rehearsal techniques, scheduling, program building and choral performance preparations. Public school observation and teaching is included. Prerequisite: Theory 101, Ear-Training 151. *Credit, two hours.*

744 MUSIC IN THE ELEMENTARY SCHOOL

Designed to equip the classroom teacher with musical and pedagogical skills necessary to provide optimum and learning in the elementary classroom. Emphasis is placed upon sequencing music activities through the conceptual approach as advocated in state-adopted music texts; learning contracts and centers, European influences of Orff and Kodaly, and the use of audio-visual materials and equipment in the classroom. Prerequisite: IDS 100. *Credit, two hours.*

## Church Music

395 HISTORY AND LITURGIES

A survey of the historical development of church music with emphasis on the liturgies which have developed through that history (especially Jewish, Roman Catholic, and Protestant liturgies). *Credit, two hours.*

396 HYMNOLOGY

A study of the hymns of the Christian church, their history and their function in worship. *Credit, two hours.*

397 ORGANIZATION AND ADMINISTRATION

Methods and materials for the organization and training of choral, handbell, and instrumental programs within the church. Includes a study of the relationship of the music director to the clergy, staff, and congregation of the church. *Credit, two hours.*

934 FIELD WORK IN CHURCH MUSIC

Supervised work in a church music program, with responsibilities for rehearsals and services, as director of a choir and/or organist. Minimum of three hours' rehearsal and service time per week for each hour of credit; weekly conference with Meredith supervisor. Credit one to two hours per semester. May be repeated for credit to a maximum of four hours.

## Ensembles

All undergraduate music majors are required to participate in ensemble each semester (except possibly the first semester of the freshman year). At least two semesters must be in a choral ensemble. In all ensembles, attendance at two to three hours of rehearsal each week and at all performances is required. All students whose principal applied study is a keyboard instrument are expected to accompany (with or without academic credit) each semester. (Note restriction on ensemble credits, page 70.)

234 CHORUS

Open to all students without audition. Provides music for various college functions and gives concerts on and off campus. *Credit, one hour each semester.*

235 RENAISSANCE SINGERS

A select group of about 15 students devoted to the *a cappella* performance of Renaissance and early Baroque choral music, both sacred and secular. Admission by audition only. Prerequisite: at least one semester of chorus. *Credit, one hour each semester.*

236 ACCOMPANYING

All students whose principal applied study is piano or organ are expected to fulfill at least two semesters of their ensemble requirement in accompanying. In addition, these students are expected to accompany (with or without credit) every semester. A two-semester class in accompanying is requisite for credit in accompanying, or for accompanying a recital. Students are urged to take this class as early in their studies as possible. Work in preparation of a recital for one student, of lessons and a jury examination for two students, or accompanying an ensemble. *Credit, one hour each semester.*

**237 INSTRUMENTAL ENSEMBLE**
Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the music faculty. *Credit, one hour each semester.*

**238 ORCHESTRA**
Rehearsal and performance of orchestral works, selected to match the abilities of the students enrolled. *Credit, one hour each semester.*

**239 HANDBELL CHOIR**
*Students interested in playing handbells must be able to read music. Credit, one hour each semester.*

**334 MEREDITH CHORALE**
A select group of about 35 singers who represent the College on campus and on tour. Admission by audition only. Prerequisite: at least one semester of chorus, or permission of the instructor. *Credit, one hour each semester.*

**335 PIANO ENSEMBLE**
Study of works for piano, four hands, or two pianos. *Credit, one hour each semester.*

**434 VOCAL ENSEMBLE**
A group of about 12 singers who perform literature covering material from all musical periods and styles, both on campus and off. Admission by audition only. *Credit, one hour each semester.*

## Applied Music

Teacher assignments in applied music are made by the department head, in consultation with coordinators in each applied area. Requests for specific teachers will be taken into consideration, if possible.

Applied music instruction is given by any or all of the following methods: class instruction (five or more students in a class), studio group instruction (three or four students in a group), and private instruction. In addition, repertoire classes are required each week for majors in each applied area.

Each course in applied music requires five hours per week of practice for each semester hour's credit. The following formula applies:

| Semester Hours Credit | Weekly Half-Hour Lessons | Weekly Practice Hours |
|---|---|---|
| 1 | 1 | 5 |
| 2 | 2 | 10 |
| 3 | 2 | 15 |
| 4 | 2-3 | 20 |

### *Recital*

Each student giving a recital (sophomore, junior, lecture-recital, graduation, or graduate) will register for one hour of recital credit, in addition to her hours of applied music, during the semester in which she gives the recital. Pass-fail grading. *Credit, one hour each semester.*

**290 SOPHOMORE RECITAL**

**390 JUNIOR RECITAL**

**391 LECTURE-RECITAL**
The piano pedagogy major will present a lecture-recital or workshop illustrating some aspect of literature or teaching techniques related to study in pedagogy.

**490 GRADUATION RECITAL**

### *Piano*

Professor Clyburn, Coordinator; Associate Professor Fogle; Special Instructors Daugherty, House, S. Lohr, T. Lohr, M. Lynch, and Windham.

The materials used for the technical development are variable, depending on the concepts of the teacher and the individual needs of the pupil. A thorough knowledge of all scales and arpeggios should be established before a pupil enters Piano 144.

Functional piano (for the classroom and in preparation for piano proficiency) is available in group instruction.

Music education majors taking piano (as majors or secondaries) will spend time on both performance repertoire and functional skills with classroom teaching material. Both lesson time and jury examinations at the end of each semester will place emphasis on both types of material.

**040 BEGINNING CLASS PIANO**
Introduction to fundamentals of the keyboard. Transposition, harmonization of folk songs and popular songs, sight-reading, ensemble playing. Pass/Fail grading only. *Credit, one hour.*

**041 INTERMEDIATE CLASS PIANO**
A continuation of Piano 040. Advanced harmonizations and study of representative music from the classical repertoire. Prerequisite: Piano 040 or permission of the instructor. Pass/Fail grading only. *Credit, one hour.*

**044 PREPARATORY PIANO**
A maximum of six semester hours of this work for credit permitted.

**144 PIANO I**
Bach inventions, preludes, suites; sonatas of the difficulty of the Haydn, Mozart, and Beethoven sonatas; Chopin works of moderate difficulty; other classical, romantic, impressionistic, and contemporary composers.

**244 PIANO II**
Bach sinfonias, *Well-Tempered Clavier*, suites, partitas; Haydn, Mozart, and Beethoven sonatas; Chopin works of moderate difficulty; other classical, romantic, impressionistic, and contemporary composers.

**344 PIANO III**
Bach *Well-Tempered Clavier*, toccatas, partitas, etc.; Mozart and Beethoven sonatas; Chopin etudes, impromptus, scherzi, ballades, etc.; other classical, romantic, impressionistic, and contemporary composers.

**444 PIANO IV**
Bach *Well-Tempered Clavier*, chorale preludes, and larger works; sonatas of greater difficulty; concerti; other classical, romantic, impressionistic, and contemporary works suitable for graduation recitals.

## *Organ*

Professor D. Lynch, Coordinator; Special Instructors M. Lynch and Downward.

**145 ORGAN I**
Manual and pedal technique. Bach *Eight Little Preludes and Fugues*, *Orgelbuechelein*, Dupre *Seventy-Nine Chorales*, works of comparable difficulty from all periods; hymn playing.

**245 ORGAN II**
Bach preludes and fugues of the first master period, chorale preludes, trio sonatas; works of Mendelssohn, Franck, and other romantics; selected 20th century and pre-Bach repertoire; accompanying.

**345 ORGAN III**
Bach, smaller works of the mature master period; selected romantic works of French and German composers; 20th century works of comparable difficulty to Hindemith Sonatas; larger works of early Baroque.

**445 ORGAN IV**
Bach, larger works of the mature master period; compositions of Franck, Widor, Vierne, Mendelssohn, Reger, and other romantics; early Baroque; larger 20th century compositions.

**HARPSICHORD 146, 246, 346, 446**
Special Instructor Windham.

## *Violin*

Assistant Professor Garriss, Coordinator of Instrumental Music; Special Instructors Kelly, Gorski, Mueller, M. Partridge, and Southwick.

**164 VIOLIN I**
Thorough study of bowing and left-hand technique; Laoreux Etudes, Bk. II; Mazas Op. 36; concertos by De Beriot and Accoloay; sonatinas by Schubert.

**264 VIOLIN II**
Scales and arpeggios in three octaves; Mazas *Etudes Speciales*, Kreutzer etudes; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

**364 VIOLIN III**
Technical work continued; etudes by Kreutzer and Fiorillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

**464 VIOLIN IV**
Scales in thirds and octaves; etudes by Rode and Gavinies; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

## *Orchestral Instruments*

Courses are also available in the following applied studies:

**VIOLA 165, 265, 365, 465**
Special Instructor H. Partridge.

**CELLO 166, 266, 366, 466**
Special Instructor Hudson

**FLUTE 174, 274, 374, 474**
Special instructor Whitlow.

**CLARINET 175, 275, 375, 475**
Special Instructor Craver.

## *Guitar*

Special Instructor W. Adams.

**068 GUITAR CLASS**
Beginning instruction in folk guitar. Basic chords, notation, rhythm. No previous guitar experience necessary; guitars furnished. *Credit, one hour each semester.*

*Working knowledge of notes and basic chords in the first position should be established before entering Guitar 168.*

**168 GUITAR I**
A study of scales, arpeggios, slurs, and chords in the first position. Compositions by Carulli, Carcassi, Aguardo, Giulini.

**268 GUITAR II**
Continued work with technique; Segovia diatonic scales; compositions by Sor, Milan, Tarrega, DeVisee.

**368 GUITAR III**
Continued work with technique; preludes by Ponce, Villa-Lobos; compositions by Bach, Weiss, Dowland.

**468 GUITAR IV**
Etudes by Villa-Lobos; large works by Bach, Ponce, Tedesco, Albeniz; contemporary works, music for guitar and ensemble.

*Courses in other instruments are made available upon demand, when qualified instructors can be engaged to teach them. Lessons in some orchestral instruments are available at North Carolina State University under Cooperating Raleigh Colleges. Credit and placement are earned on the same basis as other applied music.*

## *Voice*

Artist in Residence and Voice Coordinator Powers; Special Instructors Cutchin and Farrington.

### 154 VOICE I

Position and poise of the body, exercises to enhance vocal freedom through coordination of breath and tone. Emphasis on evenness of tone and smoothness of phrase. Simpler songs from classiscal literature. English and Italian pronunciation.

### 254 VOICE II

Technical work of the freshman year continued; scales and staccato exercises. Moderately difficult songs by composers of romantic and contemporary literature. French and German pronunciation.

### 354 VOICE III

More advanced technique and vocalizations. Advanced literature. Introduction of oratorio and operatic repertoire.

### 454 VOICE IV

Technical work continued, stressing flexibility. Total repertory to include four arias from operatic literature, four arias from oratorio literature, 20 songs from the classic and romantic literature, 20 songs from modern literature.

## Speech and Theatre

Assistant Professor Creagh, Coordinator; Instructor Douglass

Please refer to pages 116-117 regarding majors in theatre and in musical theatre. In addition, minors are available in both of these areas. Courses in speech and theatre may fulfill humanities-fine arts area distribution requirements for students not majoring in these disciplines.

## Speech

### 225 FUNDAMENTALS OF SPEECH

This course is designed to familiarize the student with the basic concepts of public speaking and to develop her individual presentation style. Units include voice and body use for speech, non-verbal communication and speech organization, preparation and presentation. Offered both semesters. *Credit, three hours.*

### 226 ORAL INTERPRETATION

This course aims to familiarize the student with methods for selecting, analyzing, and interpreting written material for presentational readings. Units include poetry, prose, drama, and reader's theatre. Fall semester. *Credit, two hours.*

*Additional courses in speech have been offered under the special studies option during the past four years. Some of those offered recently include oral communications for business and professionals; voice and diction; small groups communications; and oral communications theory. Individual contract majors in speech communications have also been approved; and a minor in speech is available. For further information, consult the area coordinator.*

## Theatre

### 214 INTRODUCTION TO THEATRE

This course is designed to give the student a basic understanding and experience in the art of theatre. A general exploration of the elements that comprise theatre, including such units as play attendance, acting, directing, the critic, the history, and literature. *Credit, three hours.*

### 124, 224, 324 ACTING

The theories and practical skills of Stanislavski will be covered and applied in a laboratory setting. Warm-up technique, improvisation, and scene study will be used as developmental tools. Literature will vary according to the developmental progression of each student. May be repeated for credit to a maximum of four times. *Credit, three hours each semester.*

### 240 THEATRE PRACTICUM

This course is designed to give the student practical theatre experience through production work in the areas of acting, technical crews, and/or direction of a one-act play. All course specifications and assignments must be approved prior to registration by the instructor. May be taken a maximum of eight times for credit. Offered both semesters. *Credit, one hour each semester.*

### 245 STAGECRAFT

A study and application of the technical elements of theatre production. Major emphasis will be given to scenic construction and painting, theatre lighting and basic sound systems, and tools and materials used in technical production. Laboratory hours will be arranged for practical experience in scenic arts and crafts. *Credit, two hours.*

### 315 HISTORY OF THEATRE

History of performance, drama, costume, scenic design, and company structure, from Greek theatre to the present. *Credit, three hours.*

### 425 DIRECTING

Basics of staging and play analysis are reviewed. Scenes are presented in class. A one-act play must be produced for public performance. Prerequisite: permission of the instructor. *Credit, three hours.*

### 495 SEMINAR IN MUSICAL THEATRE

Study of the history of musical theatre; analysis of musical scripts and characters; performance of scenes and excerpts from them. *Credit, three hours.*

*Students who wish advanced study in music, speech, and theatre should consult with the department head and arrange for it through the special studies options listed on page 77. Students may elect courses through the Cooperating Raleigh Colleges.*

# PSYCHOLOGY

Professor Huber, *Head;* Associate Professors Aubrecht, and Hornak; Assistant Professor Wagner.

The goal of the psychology department is to help the student obtain a better self-understanding, as well as an understanding of the basic methods, facts, and vocabulary of the scientific study of behavior and consciousness.

A major in psychology would be the appropriate background for graduate training in psychology and, in addition, a suitable adjunct to career training in education, business, social work, etc.

PSY 100 is a prerequisite for all courses with the exception of PSY 204 and PSY 205 where either PSY 100 or EDU 234 can serve as a prerequisite.

## *Requirements for a Major*

A minimum of 31 semester hours in psychology including 100, 200, and 201. Majors are required to distribute their elective psychology courses by choosing at least two courses from each of the following areas:

Social (PSY 204, 205, 206, 407)
Clinical (PSY 304, 305, 306, 308)
Experimental (PSY 307, 403, 404, 505, 406)

## *Requirements for a Minor*

A minor in psychology consists of 18 hours in psychology including a course in statistics.

### 100 GENERAL PSYCHOLOGY

An introduction to the scientific study of behavior, including such topics as development, motivation, learning, thinking, perception, testing, adjustment, personality, and social factors in behavior. *Credit, three hours.*

### 200 STATISTICAL METHODS IN PSYCHOLOGY

A survey of the fundamental techniques for describing and analyzing behavioral data. The course considers measures of central tendency and deviation, linear and function-free correlation, hypothesis testing, non-parametric techniques, and analysis of variance. Credit will not be allowed for both PSY 200 and MAT 245. *Credit, three hours.*

### 201 EXPERIMENTAL PSYCHOLOGY

An introduction to the history, methods, art, and ethics of general experimental psychology. Two original research studies will be developed, carried out, analyzed, and reported in American Psychological Association style. Lecture plus laboratory. *Credit, four hours.*

### 204 DEVELOPMENTAL PSYCHOLOGY

A study of characteristics and changes throughout the life span, from conception to death. At each stage, major topics covered are physical and motor change, cognitive development, emotional and personality growth, and social development. Also listed as HEC 204. *Credit, three hours.*

### 205 THE PSYCHOLOGY OF EXCEPTIONAL INDIVIDUALS

An introduction to the psychological and educational characteristics of the major types of exceptional individuals, including the gifted, retarded, and emotionally disturbed; persons with speech, hearing, visual, and crippling health disabilities; and those with major specific learning disabilities. Also listed as HEC 205. *Credit, three hours.*

### 206 PSYCHOLOGY OF SEX ROLES

The understanding of women from a psychological viewpoint. Topics included are a critique of the psychoanalytic view of women, the effects of body states on personality, psychophysiologic dysfunctions of the reproductive system, differences between male and female brains, differences in the way male and female infants behave, how sexual identity develops, self-esteem, achievement motivation, and changes in the roles women play during their lifetimes. *Credit, three hours.*

### 304 PSYCHOLOGICAL TESTING AND EVALUATION

A study of the principles of psychological testing and evaluation in several settings. An introduction to the major types of tests, including tests of general and special abilities, aptitude, achievement, interests, and personality. Fall. *Credit, three hours.*

### 305 THEORIES OF PERSONALITY

Major contemporary theories of personality. Theories evaluated in light of research findings. Fall. *Credit, three hours.*

### 306 ABNORMAL PSYCHOLOGY

A study of the major forms of behavioral pathology and current therapies. Topics covered include anxiety disorders; somatoform disorders, dissociative disorders, character disorders; affective disorders; schizophrenic disorders; and chronic brain syndromes. *Credit, three hours.*

### 307 HISTORY AND SYSTEMS IN PSYCHOLOGY

The focus of this course is the historical genesis of current concerns in psychology. Particular emphasis will be placed on the seminal work of the late 19th and early 20th century psychological pioneers. Spring. *Credit, three hours.*

### 308 THEORY AND PRACTICE IN COUNSELING

Introduction to the basic concepts and techniques of counseling as applied in clinical and educational settings. The student will have an opportunity to practice her counseling skills in a session which will be observed by classmates and also recorded on audio tape. The course will emphasize a humanistic approach; however, the student will be acquainted with other theories. Spring. *Credit, three hours.*

### 403 MEMORY, LANGUAGE, AND COGNITION

A survey of the major theories and empirical findings in the field. Emphasis placed on the active strategies and thought processes used in remembering, speaking and understanding language, reading, concept learning, and problems solving. Offered fall semester, odd numbered years. *Credit three hours.*

### 404 CONDITIONING AND BEHAVIOR MODIFICATION

An examination of the principles of classical and operant conditioning, including: reinforcement, stimulus control, and extinction, and of the application of these principles in a variety of settings, including: societies, institutions (e.g., schools, mental health settings, prisons, etc.), the home, and in the control and modification of one's own behavior. Offered fall semester, even numbered years. *Credit, three hours.*

### 406 NEUROPSYCHOLOGY

A survey of the functional anatomy of the nervous system with special emphasis on current views of the contributions of various subsystems to psychological phenomena. Fall. *Credit, three hours.*

### 407 SOCIAL PSYCHOLOGY

A study of the theories and research relevant to interpersonal influence, the ways in which an individual is influenced by other people. Included topics: attitude change, conformity, interpersonal attractions, self-consistency, person perception, aggression, and altruism. Spring. *Credit, three hours.*

### 505 PERCEPTION

A study of the various senses and how they function. How our needs, desires, expectations, and previous experiences influence our perception. Understanding of the principles of psychophysics. The course also focuses on cognitive factors in perception. Spring. *Credit, three hours.*

### SENIOR THESIS

The interested and qualifed student may elect to undertake a senior research project under the special studies option.

*Students who wish to pursue individualized advanced study in psychology (e.g. advanced classes, research projects, internship experiences) may do so through the special studies options listed on page 77. Special studies have included classes in animal behavior, behavior modification, computer analysis of data, and industrial psychology; research projects in personality, developmental psychobiology, and social psychology; and internship experiences in clinical psychology and applied behavior therapy.*

*A student may elect courses through the Cooperating Raleigh Colleges.*

# RELIGION AND PHILOSOPHY

Professor Crook, *Head;* Professors Cochran and Page; Assistant Professors Starkey and Vance.

The department offers a major in religion.

The introductory courses in religion are designed to acquaint the student with biblical literature and faith as they are related to the contemporary world. The courses beyond the 100-level fall into three categories: religon and society (courses numbered 244, 248, 341, 342, 343, 345, 346); biblical studies (courses numbered 262, 263, 265, 266, 367); and religious history and thought (courses numbered 285, 289, 381, 382, 384, 386). The requirements for a major are sufficiently flexible to provide for the student's personal development and for her choice of career preparation. Most students who major in religion become teachers, church workers, social workers, or find employment in business or industry. Many combine a major in religion with a second major in one of the more professionally-oriented fields of study. A significant number continue their education in graduate and professional schools.

## *Requirements for a Major*

Twenty-four hours in religion, including one course from each of the three categories, and including 497. At least one course in philosophy is recommended.

## Religion

Prerequisite to all other courses in religion: REL 100 *or* REL 101 and 102. Students who take REL 100 may not take REL 101 or REL 102. Students who take REL 101 or REL 102 may not take REL 100.

### 100 AN INTRODUCTION TO BIBLICAL LITERATURE AND HISTORY

A one-semester historical and theological study of the central meaning of the Bible. Consideration of the principal persons, events, ideas, and practices contained in the biblical record and their significance for the present time. Not open to students who have taken REL 101 and/or 102. *Credit, three hours.*

### 101, 102 AN INTRODUCTION TO THE OLD AND NEW TESTAMENTS

A two-semester historical and theological study of the central meaning of the Bible. Consideration of the principal persons, events, ideas, and practices contained in the biblical record and their significance for the present time. Not open to students who have taken REL 100. *Credit, six hours.*

### 244 CHRISTIAN ETHICS

The province, presuppositions, and ideal of the Christian ethic and its meaning for specific problems. *Credit, three hours.*

### 248 WORLD RELIGIONS

An introduction to the major religons of the world with emphasis on Hinduism, Buddhism, Judaism, and Islam. An examination of the concepts and practices of these religions and their scriptures in order to help the student gain an understanding of and appreciation for religions other than her own. *Credit, three hours.*

### 262 THE LIFE AND TEACHINGS OF JESUS

An in-depth study of the person and the ministry of Jesus, based upon the four gospels. Attention will be given to the critical questions related to the gospels. Appropriate background materials from non-biblical sources will be employed. *Credit, three hours.*

### 263 THE WRITINGS

A study of the post-exilic literature of the Old Testament, with particular attention to the wisdom literature, to the writings which re-interpret the history of Israel, and to selected collections of poetry. *Credit, three hours.*

### 265 THE PROPHETIC ELEMENT IN RELIGION

A study of the prophetic books of the Old Testament, with attention to their contemporary value. *Credit, three hours.*

### 266 PAULINE LITERATURE

The development of early Christian life and thought as found in the work and writings of Paul. *Credit, three hours.*

### 285 THEOLOGY AND CONTEMPORARY LITERATURE

A study of religious themes in contemporary novels and drama, together with an introduction to film as a contemporary art form. Typical authors examined: Beckett, Camus, Kafka, Salinger, Silone, Steinbeck, Tennessee Williams, and Updike. *Credit, three hours.*

### 289 INTRODUCTION TO CHRISTIAN THEOLOGY

An introduction to basic Christian beliefs which explores such topics as the meaning of revelation, the existence and nature of God, Christology, the Christian understanding of personhood, and related topics. *Credit, three hours.*

### 297 SOPHOMORE SEMINAR

Selected topics in religion. Open to all sophomores. *Credit, one hour.*

### 341 SOCIOLOGY OF RELIGION

A study of the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. Also available as SOC 331. *Credit, three hours.*

### 342 PSYCHOLOGY OF RELIGION

A study of the results of psychological analysis of religious experiences. *Credit, three hours.*

### 343 RELIGION AND LAW

An analysis of the mutual concerns of Religion and Law in American public life. An examination of the historical development of Church-State separation and selected Supreme Court decisions regarding Church and State issues. *Credit, three hours.*

### 345 CHRISTIANITY AND OTHER RELIGIONS

A study of Christian attitudes toward the beliefs and practices of people of other faiths with an emphasis on such concepts as truth, salvation, and religion. *Credit, three hours.*

### 346 RELIGION IN CONTEMPORARY SOCIETY

A study of the interplay of religion and social, economic, and political changes. *Credit, three hours.*

### 367 ARCHAEOLOGY AND THE ANCIENT NEAR EAST

A brief introduction to archaeological method, followed by a study of the history of the ancient Near East in general, and of biblical history in particular, in light of archaeological investigations. Also available as HIS 367. *Credit, three hours.*

### 381 CHRISTIAN EDUCATION

The principles and techniques of Christian leadership. *Credit, three hours.*

### 382 HISTORY OF CHRISTIANITY

An examination of major figures and movements in the development of Christianity, concentrating on the medieval, Reformation, and modern periods. *Credit, three hours.*

### 384 RELIGION IN AMERICA

A brief survey of religious issues in American history from the colonial period to the present, followed by a contemporary analysis of the three major religious bodies in America: Protestantism, Catholicism, and Judaism. A number of fringe sects or cults examined. *Credit, three hours.*

### 386 PHILOSOPHY OF RELIGION

An examination of the most basic questions which philosophy asks about religion, such as the nature of religious experience, the use of religious language and symbolism, the relation of faith and reason, proofs of the existence of God, the problem of evil, and the meaning of human existence. Also available as PHI 386. *Credit, three hours.*

### 397 JUNIOR SEMINAR

Selected topics in religion. Open to all Juniors who have completed nine hours in religion, and recommended for religion majors. *Credit, three hours.*

### 497 SEMINAR

Open to seniors who have had a minimum of 12 hours in religion. Required of majors. *Credit, three hours.*

## Philosophy

### 223 INTRODUCTION TO PHILOSOPHY

An examination of issues common to human experience, such as the problem of knowledge, theories of values, and the interpretation of science, history, and religion. *Credit, three hours.*

### 351 ANCIENT AND MEDIEVAL PHILOSOPHY

A survey of the theoretical foundations of Western civilization, particularly as developed in the cultures of Greece and Rome. *Credit, three hours.*

### 352 MODERN PHILOSOPHY

A survey of philosophy since the Renaissance with particular attention to the development of contemporary schools of thought. *Credit, three hours.*

### 386 PHILOSOPHY OF RELIGION

An examination of the most basic questions which philosophy asks about religion, such as the nature of religious experience, the use of religious language and symbolism, the relation of faith and reason, proofs of the existence of God, the problem of evil, and the meaning of human existence. Also available as REL 386. *Credit, three hours.*

*Students who wish community internships or advanced study or research in religion and philosophy should consult with the departmental head and arrange for it through the special studies options listed on page 77.*

*A student may elect courses through the Cooperating Raleigh Colleges.*

# SOCIOLOGY AND SOCIAL WORK

Associate Professor Sumner, *Head;* Professors Syron and Tucker; Associate Professors Bishop and Zingraff;

The department offers a major in sociology and a major in social work with a Bachelor of Arts degree.

The department seeks to encourage within students the development of social consciousness and an understanding of people, both as unique individuals and as members of a particular culture and society. Courses are designed to present a balanced perspective in order to offer a solid foundation for continued study in graduate schools of sociology, social work, and other related fields.

The undergraduate major in social work is accredited by The Council on Social Work Education. Certification for teaching at all levels may be combined with a major in sociology or social work. The department also offers a program leading to certification as a school social worker by the North Carolina Department of Public Instruction.

The courses and programs prepare students for roles as educators, journalists, personnel administrators, city planners; for careers in government; and as leaders of opinion and of action in the community.

Field projects, community internships, volunteer experiences, and cooperative education placements are experiential learning opportunities available to students to provide them with the knowledge and experience helpful in planning careers. Students are encouraged to take a career planning seminar to plan their own careers.

Either SOC 230 or 260 required as a prerequisite for all other courses unless otherwise specified. Prerequisite may be waived in exceptional cases.

## *Requirements for a Major in Sociology*

Twenty-five hours in sociology, including 230, 374, 375, 489, or their equivalents, and 496. Three hours in statistics, MAT 245 or equivalent. MAT 245 strongly recommended before 374 and 375.

## *Requirements for a Major in Social Work*

Liberal Arts Courses: BIO 101; SOC 230, 335, 374, 375; PSY 100, 206; POL 100. (Twenty-two semester hours.)

Social Work Courses: SWK 240, 301, 302, 303, 304, 401, 402, 403, and 404. (Thirty-two semester hours.)

Accreditation: The B.A. degree with a major in social work is fully accredited by the Council on Social Work Education.

The department strongly recommends that students who major in social work also meet the requirements for a major in an additional field of study.

## Sociology

### 230 PRINCIPLES OF SOCIOLOGY

A general introduction to the field of sociology and to methods used in sociological research. *Credit, three hours.*

### 231 SOCIAL PROBLEMS

An examination of American society which emphasizes the institutional bases of social problems and conflict. Topics include the economy, racism, education, the environment, militarism, crime, health care and other features of contemporary industrial society. Policies designed to address these problems are reviewed. *Credit, three hours.*

### 260 CULTURAL ANTHROPOLOGY

An introduction to anthropology with special emphasis on comparative study of preliterate and simpler cultures. *Credit, three hours.*

### 337 CORRECTIONS

A study of the criminal justice system; police, attorneys, courts, judges, jails, prisons, parole. Attention is given to conflicting punishment philosophies and practices. Studies of inmate society are highlighted in this survey of America's attempts to correct the crime problem. Alternate years. *Credit, three hours.*

### 338 THE FAMILY

A study of the structure and function of the family as a basic institution of society; analysis of contemporary marriage and family experience; societal resources for dealing with family problems. *Credit, three hours.*

### 339 URBANIZATION

A study of urbanization and its effect upon human life. An analysis of urban social institutions, urban places, and social adaptation to urban growth. Urban trends and problems are also examined along with various approaches to urban social planning and policy. Alternate years. *Credit, three hours.*

### 340 AGING AND RETIREMENT

The physical, psychological and sociological dimensions of the aging process are examined. Topics include retirement, poverty and old age, role disengagement, health concerns, death and dying. Attention is given to the status of the elderly as a minority group in the United States. Alternate years. *Credit, three hours.*

### 341 SOCIOLOGY OF RELIGION

For description, see REL 341. *Credit, three hours.*

### 374 SOCIAL RESEARCH

Examination of concepts and procedures pertaining to social scientific inquiry with emphasis upon problem statement, measurement, analysis, and interpretation of data. Three class hours per week.Corequisite SOC 375. Also offered as POL 374. MAT 245 or equivalent recommended before 374. *Credit, three hours.*

### 375 SOCIAL RESEARCH LABORATORY

Application of concepts and techniques presented in SOC 374. Empahsis upon the practice of social research with special attention given to data processing and analysis and the use of statistics as a tool of research. Offered both semesters. Corequisite SOC 374. Also offered as POL 374. MAT 245 recommended before 375. *Credit, one hour.*

### 431 SOCIAL STRATIFICATION

The functions of social inequality and the conditions of social justice are considered along with current research on class, status, and power. Both national and international patterns of wealth and poverty are inspected to explain "who gets what and why." Inequalities of race and sex receive specific treatment. Alternate years. *Credit, three hours.*

### 489 SOCIAL THEORY

A survey of the history of social thought from ancient times, with particular emphasis on contemporary sociological thought. *Credit, three hours.*

### 496 SEMINAR IN SOCIOLOGICAL ANALYSIS

Application of basic sociological principles directed toward the analysis of selected topics and the presentation of projects to seminar members for evaluation and criticism. Prerequisites: MAT 245 or equivalent, SOC 374 and 375. Offered both semesters. *Credit, three hours.*

## Social Work

### 240 SOCIAL WORK AS A PROFESSION

An introduction to the development, fields, and values of the social work profession. Course provides class release time for a required thirty hours of volunteer work in a social agency. *Credit, three hours.*

### 301 THE AMERICAN SOCIAL WELFARE INSTITUTION

A study of the current American welfare system as a social institution with an examination of its European beginnings. Includes a description of the current welfare system with an analysis of its service delivery system mechanisms. Fall. *Credit, three hours.*

### 302 SOCIAL POLICY ANALYSIS

An examination of the value choices made by society in the development of policies for the amelioration of social problems. Includes the application of an analytical framework to selected social policies. Requires a group project involving the analysis of a major social policy. Spring. *Credit, three hours.*

### 303 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT

Utilization of the life-span as a framework for examining the impact of individual, organizational, cultural, biological, and community variables on human behavior. The systems framework is used to demonstrate how these variables interact to influence human behavior. The perspective on human behavior developed is utilized in the implementation of a generalist model of social work practice. Spring. *Credit, three hours.*

### 304 SOCIAL WORK PRACTICE WITH INDIVIDUALS, FAMILIES, AND SMALL GROUPS

An introduction to the generalist model of social work practice with an emphasis on achieving planned change by working with individuals, families, and small groups. The development of professional communication skills is also emphasized. *Credit, three hours.*

### 401 SOCIAL WORK PRACTICE IN ORGANIZATIONS, COMMUNITIES, AND LARGER SOCIAL SYSTEMS

The generalist model of social work practice as implemented in the context of communities, organizations and bureaucratic settings. Also an emphasis on continuing the development of professional communication skills. Corequisite: SWK 402. *Credit, three hours.*

### 402 SOCIAL WORK FIELD EXPERIENCE

A minimum of 400 hours of beginning level social work practice experience under the supervision of a professional social worker in a qualified social agency. Prerequisite: SWK 304. Fall and spring. *Credit, 10 hours.'*

### 403 FIELD INSTRUCTION SEMINAR

Students meet weekly for directed academic learning related to the integration of social work knowledge with social work practice. Written assignments are required as a demonstration of adequate development of profesional growth. Corequisite: SWK 402. *Credit, two hours.*

### 404 RESEARCH APPLICATIONS FOR SOCIAL WORK PRACTICE

An examination and evaluation of research and issues of significance to the social work profession and the practice of social work. Also an emphasis on research methods necessary for monitoring and evaluating on-going practice. Requires a major project to be presented to colleagues for professional dialogue. *Credit, two hours.*

**405 SELECTED TOPICS IN SOCIAL WORK**
The study of topics relevant to social work practice as determined by students' needs and demands. Possible topics to be offered are social work in education, social work in criminal justice, social work and the law, social work in private industry, and child welfare. Offered as needed. *Credit, one to four hours.*

*A student may elect courses through the Cooperating Raleigh Colleges.*

*Students who wish community internships or advanced study or research in sociology or social work should consult with the departmental head or an appropriate faculty member to arrange for the special studies options listed on page 77.*

# College Directory

## CORPORATION OFFICERS — 1986

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*Vice President and Dean of the College*

CHARLES E. TAYLOR, JR.
*Vice President for Business and Finance (also serves as Treasurer)*

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*Vice President for Administrative Affairs (also serves as Secretary)*

SANDRA CAROL THOMAS
*Vice President for Student Development*

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*Vice President for Institutional Advancement*

HUGH LEDFORD
*Assistant Secretary*

G. EUGENE BOYCE
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*Burgaw*
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*Raleigh*
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*Raleigh*
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*Raleigh*
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*Raleigh*
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*Raleigh*
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*Raleigh*
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*Greensboro*
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*Greensboro*

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*Burlington*

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HAZEL W. YOUNG
*High Point*

## ALUMNAE ASSOCIATION

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*(Date following name indicates year of graduation)*

JEAN BATTEN COOPER, 1954
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*Winston-Salem*

MARY STUART PARKER BROOKS, 1971
*Vice President*
*Charlotte*

ANNE EDGE DALE, 1977
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*Engelhard*

MARY LILY DUNCAN GADDY, 1942
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*Raleigh*

DEBORAH PUGH MILLER, 1974
*Director, Asheville Region*
*Asheville*

AMY ROBINSON PLOWDEN, 1963
*Director, Charlotte Region*
*Gastonia*

ANNE LASSITER EMORY, 1949
*Director, Elizabeth City Region*
*Rich Square*

CAROL SENTER WILSON, 1962
*Director, Fayetteville Region*
*Clinton*

KATHERINE HOLT ROBISON, 1957
*Director, Greensboro Region*
*Greensboro*

JEAN BECKMAN LOVELACE, 1948
*Director, Greenville Region*
*Farmville*

GLADYS STRICKLAND SATTERWHITE, 1924
*Director, Henderson Region*
*Oxford*

BETSY FRYE EVANS, 1966
*Director, Hickory Region*
*Statesville*

KIMBERLY SMITH BALL, 1980
*Director, New Bern Region*
*New Bern*

JO ANN WILLIFORD, 1975
*Director, Raleigh Region*
*Raleigh*

LUANNE ROEBUCK BROWN, 1973
*Director, Rocky Mount Region*
*Rocky Mount*

FRANCES GARRISS BAKER, 1938
*Director, Sanford Region*
*Sanford*

ANN MALLARD SANDERS, 1962
*Director, Wilmington Region*
*Tabor City*

DONNA DULL HURT, 1965
*Director, Winston-Salem Region*
*Lexington*

JUDI WACASTER FORMICA, 1967
*Director, North Region*
*Washington, D.C.*

MARY ANN CANADAY SIMMS, 1942
*Director, South Region*
*Greer, S.C.*

EMILY CAMPBELL TUCK, 1960
*Director, West Region*
*Louisville, KY*

### *Committee Chairmen*

HENRIETTA EDWARDS BRAUN, 1984
*Public Information*
*Durham*

ELIZABETH JAMES DOTTERER, 1930
*Awards and Recognition*
*Sanford*

MARJORIE JOYNER NORTHUP, 1951
*Education*
*Winston-Salem*

CELIA WITT BUCK, 1978
*Placement*
*Greenville*

PATRICIA BESCHER AUSTIN, 1964
*Recruitment*
*Greensboro*

JOY ADAMS LUCAS, 1964
*Institutional Development and Scholarships*
*Raleigh*

## FACULTY — 1985-86

*The date in parentheses indicates the year in which the individual joined the Meredith faculty.*

HELENA W. ALLEN, M.Ed. (1952)
*Assistant Professor of Health and Physical Education*
B.S., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill.

LYN G. AUBRECHT, Ph.D. (1974)
*Associate Professor of Psychology*
A.A., Thornton Jr. College; B.S., M.S. Illinois State University; Ph.D., Ohio State University.

JOE BAKER, A.B. (1966)
*Vice President for Administrative Affairs*
A.B., Mississippi College.

RICHARD H. BEHRMAN, M.B.A. (1980)
*Adjunct Professor of Business*
B.B.A., Iona College; M.B.A., New York University.

RONALD BIRD, Ph.D (1985)
*Associate Professor of Business*
A.B., Huntingdon College; Ph.D., University of North Carolina at Chapel Hill.

VERGEAN R. BIRKIN, A.M. (1963)
*Assistant Professor of Geography*
A.B., A.M., University of Colorado; graduate study, University of North Carolina at Chapel Hill.

CYNTHIA BISHOP, Ph.D. (1977)
*Associate Professor of Social Work*
A.B., M.S.W., University of North Carolina at Chapel Hill; Ph.D., University of North Carolina at Greensboro.

M. TONY BLEDSOE, Ed.D. (1981)
*Assistant Professor of Business*
B.S., Atlantic Christian College; A.M., Appalachian State University; Ed.D., University of North Carolina at Greensboro.

MARTHA L. BOUKNIGHT, M.Ed. (1966)
*Assistant Professor of Mathematics*
A.B., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill; Ph.D., North Carolina State University.

BETTY WEBB BREWER, Ph.D.(1971) (1974)
*Associate Professor of English*
A.B., Meredith College; A.M., North Carolina State University; Ph.D., University of North Carolina at Chapel Hill.

CYNTHIA BROSS, Ph.D. (1981)
*Assistant Professor of Health and Physical Education*
B.S.; M.S., Fort Hays State University; Ph.D., Texas Woman's University.

CLARA R. BUNN, Ph.D. (1969)
*Professor of Biology*
A.B., Meredith College; M.S., Ph.D., North Carolina State University.

CRAVEN ALLEN BURRIS, Ph.D. (1969)
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*Professor of History and Politics*
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*Professor of Music*
A.B., Hartwick College; Mus.B., Philadelphia Musical Academy; Mus.M., Syracuse University; two years in Berlin, Marta Siebold, Hugo Kaun, Walter Scharwenka, Egon Petri.

NORMA ROSE, Ph.D. (1937)
*Professor of English*
A.B., Meredith College; A.M., University of North Carolina at Chapel Hill; Ph.D., Yale University.

## ADMINISTRATION — 1986-87

*The date in parentheses indicates the year in which the individual joined the Meredith administration.*

### *Office of the President*

JOHN EDGAR WEEMS, Ed.D. (1972)
*President*

LaROSE F. SPOONER, Ed.D. (1967)
*Assistant to the President*

SHARON H. WOODLIEF (1972)
*Administrative Secretary*

SARAH McCULLOH LEMMON, Ph.D. (1947)
*Professor Emeritus and College Historian*

### *Office of the Vice President for Administrative Affairs*

JOE BAKER, A.B. (1966)
*Vice President*

### *Academics*

#### Office of the Vice President and Dean of the College

CRAVEN ALLEN BURRIS, Ph.D. (1969)
*Vice President and Dean*

ANNE E. PICKARD, A.A. (1974)
*Administrative Secretary*

DOTTY LOU GANDY (1979)
*Secretary to the Faculty*

NELL MegLAUGHLIN (1985)
*Secretary to the Faculty*

NANCY S. MOORE (1985)
*Secretary to the Faculty*

ALYCE PARKER-TOWNSEND (1986)
*Secretary to the Faculty*

DORIS WALL (1971)
*Secretary to the Faculty*

BETTY JEAN YEAGER, A.B. (1948)
*Secretary to the Faculty*

### Office of the Registrar

CHARLES A. DAVIS, Ph.D. (1967)
*Associate Dean and Registrar*

SUE TODD, A.B. (1968)
*Assistant Registrar*

CATHY SISK, A.B.(1984)
*Secretary*

LAURA BURAKOWSKI (1978)
*Records Secretary*

MARTHA FONVILLE, A.A. (1983)
*Administrative Assistant, Graduate Program*

### Library

JANET L. FREEMAN, M.L.S. (1984)
*College Librarian*

EDWARD M. WALLER (1986)
*Technical Service Librarian*

LYNNE HENDERSON, M.L.S. (1976)
*Reference Librarian*

JUDITH L. SCHUSTER, M.S.L.S. (1980)
*Assistant Reference Librarian*

DOROTHY QUICK, B.S. (1970)
*Circulation Librarian*

ROBERT G. FRACKER, A.M. (1962)
*Library Assistant, Reference*

LINDA G. BURTON, B.S. (1984)
*Library Assistant, Reference*

ALICE McNEIL (1976)
*Library Assistant, Technical Services*

GERALDINE SARGENT (1978)
*Secretary*

MARGARET SEXTON (1957)
*Library Assistant, Technical Services*

CAROL SMITH, M.M., (1981)
*Library Assistant, Music Library*

FRANCES HANNAH (1977)
*Acquisitions Assistant*

### Office of Continuing Education

ELLEN M. IRONSIDE, Ph.D. (1982)
*Associate Dean for Continuing Education*

ANNE C. DAHLE, M.Ed. (1972)
*Assistant to the Dean and Director of Credit Programs*

PAMARAH J. GERACE, J.D. (1985)
*Director of Legal Assistants Program*

BARBARA H. WILLIS, M.Ed. (1978)
*Program Coordinator*

BETTY BASS (1982)
*Secretary*

MARY G. CAVENAR, M.S.N. (1985)
*Assistant*

### Graduate Studies

CLARA R. BUNN, Ph.D. (1969)
*Dean*

MARTHA FONVILLE, A.A. (1983)
*Administrative Assistant*

### Honors Program

BERNARD H. COCHRAN, Ph.D. (1960)
*Coordinator*

### International Studies

ROGER CROOK, Ph.D. (1949)
*Coordinator*

## *Business and Finance*

### Office of the Vice President for Business and Finance

CHARLES E. TAYLOR, JR., M.B.A. (1983)
*Vice President*

VIRGINIA SCARBORO, A.A. (1961)
*Administrative Secretary*

### Financial Services

WILLIAM F. WADE, Jr., B.S., C.P.A. (1986)
*Controller*

MELINDA P. FLEMING (1986)
*Accounts Receivable Clerk*

BRENDA G. JACKSON (1986)
*Accounts Payable Clerk*

HEATHER D. POLLARD, A.B. (1983)
*Payroll and Benefits Clerk*

### Information Services

GLENWOOD SANDERSON (1981)
*Manager*

### Campus Activities

MARIE MASON, Ph.D. (1969)
*Coordinator*

### College Store

DRU M. HINSLEY, B.A. (1953)
*Manager*

RUTH L. GOWER (1959)
*Assistant Manager*

MARY ANN REESE, B.S. (1984)
*Textbook Manager*

FRANCES GILLIS (1973)
*Store Clerk*

### Central Services and Printing

LESIA GOODWIN (1979)
*Supervisor*

### Environmental Services

JERRY L. BYNUM, B.S. (1984)
*Manager*

JESSICA LaMONDA (1984)
*Secretary*

HARRY SIMMONS (1949)
*Buildings Maintenance Supervisor*

LON AVENT (1972)
*Electrician*

DORSEY ADAMS (1978)
*Grounds Supervisor*

MARY W. LILES (1960)
*Senior Housekeeping Supervisor*

NELLIE PENNINGTON (1966)
*Housekeeping Supervisor*

### Maintenance Staff

LEE ADAMS
LYNWOOD DAYE
THOMAS EDMONDSON
WILLIAM FINCH
ARTHUR JONES
JAMES JONES
JAMES McDONALD
CHARLES MASON
DARNELL SMITH
JOHN STEWARD
EDDIE TURNER
SAMUEL WILDER
ROBERT WILLIAMS

### Housekeeping Staff

MARY ELIZABETH BELL
ISAAC BRYANT
DORIS CLINTON
LULA HARRELSON
DELORIS HARRIS
WILLIE HOWARD
RETHA JEFFERIES
WILLIE KING
MADIE LITTLE
RUTH OWENS
LUCRETIA PETERSON
VERNON PETERSON
BARBARA ROBINSON
MAMIE SANDERS
ANNIE RUTH SMITH
BEATRICE STRICKLAND
EDITH VINSON
RUTH WILKERSON

### Food Services (ARA)

MIKE BELLEFEUIL
*Manager*

### Light and Sound

PAUL GABRIEL, B.S. (1983)
*Technician*

### Post Office

SHEILA TROXLER (1974)
*Postal Clerk*

### Security

DANIEL G. SHATTUCK (1972)
*Chief*

JANICE SHATTUCK (1974)
*Secretary*

### Staff

W. W. ADAMS
IDA DONALDSON
KENNETH FORE
JULIETTE FORE
WILLIAM GRINER
JAMES HAGA
SHERWOOD JONES
E.B. LAWRENCE
JOHN MARTIN
V.C. MEDLIN
TIMOTHY MORRIS
AUBREY UNDERWOOD
LEROY POLLARD

### Stables

LUTHER M. HUGGINS, A.A. (1969)
*Manager*

## *Student Development*

### Office of the Vice President for Student Development

SANDRA C. THOMAS, Ph.D. (1974)
*Vice President*

PATRICIA BOOTH (1984)
*Administrative Secretary*

### Office of the Dean of Students

DOROTHY J. SIZEMORE, A.M. (1980)
*Dean*

JANICE McCLENDON, A.B. (1983)
*Administrative Assistant/
Coordinator of Housing*

SUSIE STEWART, M.Div. (1986)
*Residence Director*

GRETCHEN McQUILLAN (1986)
*Residence Director*

PAULA WILLIAMSON (1984)
*Residence Director*

LYNN RHOADES, B.A. (1986)
*Residence Director*

MARGE STEVENS (1986)
*Residence Director*

LAURA WALSH, B.A. (1986)
*Residence Director*

GURTHA HOLLON, M.Ed. (1986)
*Office Assistant*

### Office of Admissions

SUE E. KEARNEY, A.M. (1966)
*Director*

JULIE M. BROWNING, M.S. (1984)
*Associate Director*

JEANNE PUCKETT, A.B. (1984)
*Assistant Director*

BARBARA W. CRAIG, B.A. (1986)
*Assistant Director*

ANNE C. PUGH, A.B. (1977)
*Processing and Records Manager*

GLENDA J. HOFFMAN (1986)
*Admissions Secretary*

ILSE WANGERIN (1980)
*Secretary*

SARAH WATTS, A.B. (1982)
*Secretary*

### Office of the Campus Minister

SAMUEL BANKS CAROTHERS, M.Div. (1982)
*Campus Minister*

KELLY KESSLER, B.S. (1986)
*Associate Campus Minister*

GAY ELLIOTT, B.A. (1983)
*Secretary*

### Career Services and Cooperative Education

MARIE W. CAPEL, M.Ed., (1971)
*Director*

ELIZABETH TAYLOR, M.Ed., (1984)
*Assistant Director for Cooperative Education and Internships*

MARY ANNA NEWMAN, M.S.Ed., (1985)
*Assistant Director for Career Services*

CLETA JOHNSON (1979)
*Secretary/Office Manager*

MARY ELLEN PHILEN
*Secretary (Part-Time)*

### Office of Student Activities

CHANDRA CHRISTIAN, M.A. (1986)
*Director*

DINA DURHAM, B.A. (1985)
*Assistant to the Director of Student Activities*

### Guidance and Counseling

MARGE SHELTON, A.M. (1981)
*Counselor*

### Office of Scholarships and Financial Assistance

JOHN B. HIOTT, M.Div. (1968)
*Director*

ALBERTA HAWES (1976)
*Secretary*

### Health Services

MARIE MASON, Ph.D., R.N. (1969)
*Director*

PATRICIA BROOMHALL, M.D. (1980)
*Physician*

SIDNEY MARTIN, M.D. (1972)
*Physician*

RUTH PEARCE, R.N. (1980)
*Nurse*

GEORGIA STEPHENS, R.N. (1979)
*Nurse*

FRONIA THACKER, B.S., R.N. (1975)
*Nurse*

## *Institutional Advancement*

### Office of the Vice President for Institutional Advancement

JERRY E. McGEE, Ed.D. (1980)
*Vice President*

MARTHA C. HARRELL (1979)
*Administrative Secretary*

GERALDINE W. MYERS (1978)
*Secretary/Receptionist*

MARTHA ANDERSON
*Accounting Clerk*

### College Relations

CAROLYN C. ROBINSON, A.B. (1958)
*Director*

J. RENEE KEEVER, A.M. (1985)
*Assistant Director*

MARGARET BECK ODOM, B.A. (1986)
*Secretary*

### Corporate Relations

BILLIE JO COCKMAN, A.B. (1985)
*Director*

ANNE C. RUEY, B.S. (1984)
*Secretary*

### Alumnae Affairs

CLEO G. PERRY, A.B. (1975)
*Director*

ANNE M. PURCELL, A.B. (1974)
*Director of Annual Giving*

### Planned Giving

W. C. LYON, JR., B.S. (1984)
*Director*

## *Cooperating Raleigh Colleges*

ROSALIE P. GATES, Ph.D. (1981)

## BUILDINGS AND GROUNDS

JONES CHAPEL projects a visible symbol of Meredith's commitment to Christian education. Named the Christina and Seby Jones Chapel in honor of Mr. and Mrs. Jones of Raleigh, the chapel contains the campus minister's office, secretary/receptionist's office, kitchen, commons room, library/reading room, visiting speaker's office behind the sanctuary and a bride's room in front of the sanctuary. Mr. and Mrs. Jones have been strong supporters of the College. Mr. Jones has served as chairman of the Board of Trustees and Board of Associates. Located in Jones Chapel is the Estelle Johnson Salisbury Memorial Organ, an encased mechanical-action instrument of 20 stops and 27 ranks. The two-manual and pedal instrument was constructed in 1983 by the Andover Organ Company.

JOHNSON HALL, named in memory of Livingston Johnson and located at the front center of the campus, is the administration building which houses reception rooms and most administrative offices.

CARLYLE CAMPBELL LIBRARY is named in honor of Meredith's fourth president, Carlyle Campbell, who served the College from 1939 to 1966. The building is equipped with study tables and carrels, space for the library's book collection (now more than 100,000 volumes), and facilities that a college such as Meredith needs in educational services.

JOYNER HALL is a classroom building for most courses in education, English, foreign languages, history and politics, psychology, religion and philosophy, and sociology and social work. In addition, it contains offices for faculty, a small auditorium equipped with visual aids, a photographic darkroom, seminar rooms, a lounge, and a kitchenette. The building was named for James Yadkin Joyner, who served as a trustee for 55 years.

HUNTER HALL, named for Joseph Rufus Hunter, provides classrooms and laboratories for biology, chemistry, home economics, and physics. Also in Hunter Hall are offices and research laboratories for faculty, a science library, a lecture and demonstration auditorium, and a reception room. An adjacent greenhouse is available for experimental purposes.

SHEARON HARRIS BUILDING, constructed in 1982, is a classroom building for the departments of business administration and economics and mathematics. In addition to classrooms, seminar rooms, and faculty offices, the building also contains two conference rooms, a reading room, faculty lounge, and kitchen. It is named in honor of the late Shearon Harris who served the College as a trustee for more than a decade. He also served as chairman of the Board of Trustees and Board of Associates.

ELLEN BREWER HOUSE is a residence used by the Department of Home Economics. In small groups and under the guidance of an instructor, senior home economics majors gain actual experience in home management by living there. Named for Ellen Dozier Brewer, member of the faculty for 57 years, the Ellen Brewer House offers all the modern facilities of a home-like residence, including four bedrooms and baths, a student's study, an office for the supervisor, a living room, family room, and kitchen.

JONES HALL, named in honor of Wesley Norwood Jones and his wife, Sallie Bailey Jones, houses an auditorium—a place of many functions for the college community and for off-campus groups as well. The building was renovated in 1978 for the use of speech, drama, and art. A modern photographic laboratory and light studio and an art gallery were included in the renovations. Some music practice rooms, studios, and classrooms are located in the building.

COOPER ORGAN, Meredith's first concert organ, is located in the auditorium of Jones Hall. The organ is named in honor of Harry E. Cooper, former head of the Department of Music for over 30 years, and was installed in 1970. It is a three-manual, 35-rank concert instrument with classic voicing, built by the Austin Organ Company. The organ is used for recitals, convocations, services, teaching, and practicing.

HARRIET MARDRE WAINWRIGHT MUSIC BUILDING, a two-story brick and masonry structure adjacent to Jones Hall, houses a music library, faculty lounge, five offices, three classrooms, eight practice rooms, and 22 teaching studios. Also included in the 21,000 square foot building is the 175-seat Clara Carswell Concert Hall named in honor of Mrs. Guy T. Carswell. The music and fine arts building, named in honor of Mrs. Irving H. Wainwright, was dedicated in 1977.

WEATHERSPOON PHYSICAL EDUCATION—DANCE, dedicated in 1970, contains a gymnasium, classrooms, a dance studio, an indoor swimming pool, and offices for the Department of Health, Physical Education, and Dance. The building is named in honor of Walter Herbert Weatherspoon and James Raymond Weatherspoon.

MARY E. YARBROUGH SCIENCE RESEARCH BUILDING, dedicated in 1985, contains research laboratories, a research greenhouse, and offices. Dr. Yarbrough served as Head of the Chemistry Department for more than 30 years.

FANNIE E.S. HECK MEMORIAL FOUNTAIN was erected in 1928 by the North Carolina Woman's Missionary Union, auxiliary to the Baptist State Convention, and named in memory of the first president of the organization.

VANN, STRINGFIELD, BREWER, FAIRCLOTH, POTEAT, HEILMAN, AND BAREFOOT RESIDENCE HALLS house 140-170 students each. The majority of the housing accommodations in these multiple-story residence halls follow the suite arrangement of two rooms and a bath for four students; two students occupying a room. The exceptions to this arrangement include two rooms for two on each hall in Barefoot and Heilman, one room for two on each hall in Poteat, and one room for two on the first three floors in Vann, Stringfield, Brewer, Faircloth, and Barefoot. These rooms have a private bath for the two occupants. The fourth floors in Vann, Barefoot, Stringfield, Brewer, and Faircloth do not always follow the exact suite arrangement but do offer comparable bath facilities. Some rooms on these floors house three students and some house one student.

Telephones are available on each floor, and students may have phone service in their rooms. Pressing rooms, social rooms, study parlors, kitchenettes, and laundry facilities are conveniently located in the residence halls. The residence halls are named for Richard Tilman Vann; Oliver Larkin Stringfield; Charles Edward Brewer; William T. Faircloth; Ida Isabella Poteat, William Louis Poteat, and E. McNeill Poteat; E. Bruce Heilman; and Culbreth C. Barefoot, Kilty Barefoot, and their family, respectively.

BELK DINING HALL, large enough to accommodate the student body; may be reached from most residence halls by covered breezeways. Dedicated in 1970, Belk Dining Hall was named in honor of Carol Grotnes Belk.

DELIA DIXON CARROLL INFIRMARY AND RESIDENCE HALL was named for Elizabeth Delia Dixon Carroll, college physician for 34 years. The second floor of Carroll houses 22 students and four rooms for three, two of which have a private bath and two which are joined by a bath. The first floor of Carroll houses the infirmary which has a nurse in residence and a doctor on call 24 hours a day for any medical needs that might arise. The infirmary is well-equipped, contains eight beds, and is completely air-conditioned.

CARROLL RESIDENCE HALL ANNEX houses 22 freshmen and two upperclass hall officers. There are twelve rooms for two students each and a hall bath. Carroll Annex is carpeted and air-conditioned. Each room is equipped with single beds, desks, dressers and closets.

MAE GRIMMER ALUMNAE HOUSE includes offices of the alumnae association, as well as bedroom suites for guests of the College. There are also a reception room and kitchen for social events. For 36 years Mae Grimmer was executive secretary of the alumnae association, and the house is named in her honor.

FAW GARDEN, located between the Harriet Mardre Wainwright Music Building, Jones Hall, and Heilman Residence Hall, includes a partially enclosed courtyard of brick and garden areas. The garden, named in honor of the J. C. Faw family, includes a variety of evergreen and deciduous plants.

ELVA BRYAN McIVER AMPHITHEATER, with a seating capacity of 1,200, was completed in 1964. Located in an oak grove to the south of Jones Hall, the amphitheater overlooks a four and a half acre lake. An island stage separated from the amphitheater by a moat is complete with lighting and sound systems, making the theater ideally suited for outdoor performances and general college programs. Named for Elva Bryan McIver of Sanford, North Carolina, the amphitheater was made possible by a bequest from this friend of the College.

CATE CENTER contains continuing education facilities, including the 240-seat Kresge Auditorium, offices for counseling and career services; the student supply store, snack bar, student government offices, student publication offices, the college post office, lounges, and game rooms. Named in honor of Kemp Shields Cate, the center was dedicated in 1974.

MASSEY HOUSE is the on-campus residence of the president. It is occasionally used to entertain students and other constituents of the College. The house is named in honor of Dr. Luther M. Massey and his wife, Vivian Dawson Massey, in appreciation of their service to Meredith.

MARTIN EQUITATION ARENA is located behind Weatherspoon Physical Education-Recreation Building. A standard size show ring, the arena was dedicated in 1976 in honor of Zeno Martin and Lorna Bell Broughton.

SHAW FOUNTAIN is positioned on the front center campus near the entrance to the administration building. The six water spouts control 10 water height stages and are illuminated by 20 multi-colored lights. Named in honor of Henry M. Shaw and his wife, Blanche M. Shaw, the 20-foot circular fountain was dedicated in 1974.

MEREDITH COLLEGE STABLES accommodate approximately 40 college-owned horses. Facilities are there for classroom sessions in equitation was well as for outdoor and indoor riding.

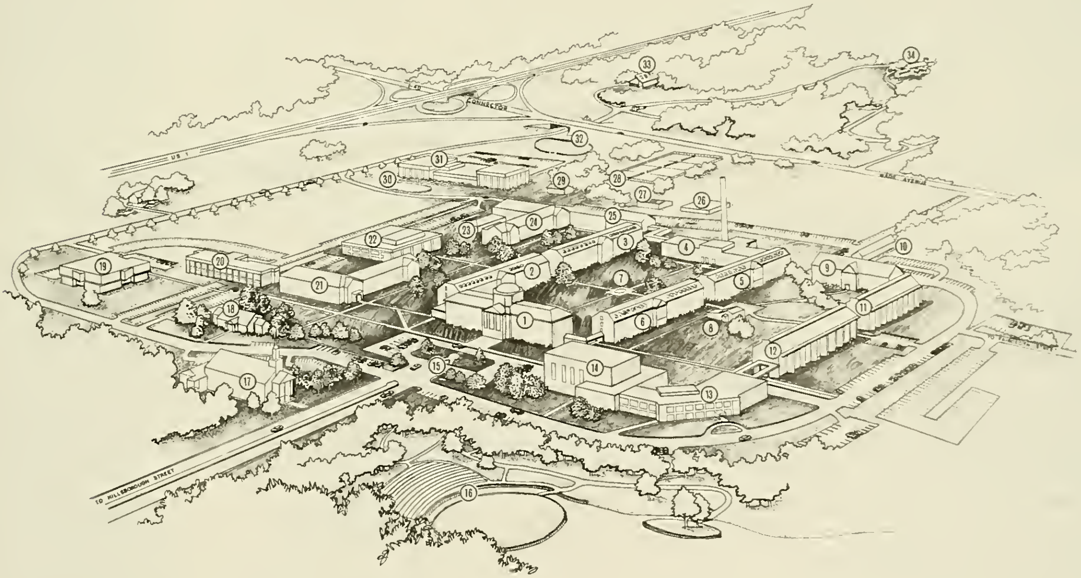
# LOCATION

Located in central North Carolina, Raleigh, home of Meredith College, is a growing city of approximately 170,000 people. It is the center of an area known as the Research Triangle, composed of Raleigh, Durham, and Chapel Hill.

The Meredith campus is on the western outskirts of the city, and the 225 acres are unspoiled by commercial or residential development. Easy access is provided by Wade Avenue and U.S. 1. The campus is bounded on the north by Wade Avenue, on the east by Faircloth Street, and on the west by U.S. 1. The front entrance faces Hillsborough Street, and appropriate highway markings guide the visitor to Meredith. The Raleigh-Durham Airport, serving the major airlines, is just eight miles from the campus.

Raleigh is also the home of North Carolina State University. Approximately 25 miles away is Chapel Hill, site of the University of North Carolina. Duke University is 17 miles away in Durham. Wake Forest, another major North Carolina university, is two hours away in Winston-Salem.

The state is proud of its scenic beauty, and Raleigh is centrally located so that both the lovely mountain ranges of western North Carolina and the beaches of the eastern part of the state are only two to three hours away. For several years students have organized vacation groups to take advantage of skiing opportunities while others enjoy the beaches of coastal North Carolina.



## *Campus Map*

1.Johnson Hall (administration), 2.Stringfield Residence Hall, 3.Vann Residence Hall, 4.Belk Dining Hall, 5.Faircloth Residence , 6.Brewer Residence Hall, 7.Heck Memorial Fountain, 8.Temporary Art Studio, 9.Poteat Residence Hall, 10.Maintenance Shop, 11.Barefoot Residence Hall, 12.Heilman Residence Hall, 13.Harriet Mardre Wainwright Music Building, 14.Jones Hall (auditorium, drama, art), 15. Shaw Fountain, 16.Elva Bryan McIver Amphitheater, 17.Christina and Seby Jones Chapel, 18.Mae Grimmer Alumnae House, 19.Cate College and Continuing Education Center, 20.Shearon Harris Building for Business Administration (business, economics, mathematics), 21.Joyner Hall (liberal arts), 22.Carlyle Campbell Library, 23.Mary Yarbrough Research Center, 24.Hunter Hall (science, home economics), 25.Delia Dixon Carroll Infirmary and Residence Hall (infirmary, first floor; residence, second floor), 26.Carroll Annex (residence hall) 27.Continuing Education, 28. Tennis Courts, 29.Ellen Brewer Home Management House, 30. Golf Putting Green, 31.Weatherspoon Physical Education-Dance Building, 32.Zeno Martin Arena, 33.Meredith Stables, 34.Massey House (president's residence).

# ACADEMIC CALENDAR

## *FALL SEMESTER – 1986*

| | |
|---|---|
| Arrival of new students | Tues. Aug. 19 |
| Registration | Thur. Aug 21 |
| Registration of freshmen | Fri. Aug 22 |
| First day of classes | Mon. Aug. 25 |
| Opening Convocation-Founders' Day | Mon. Aug. 25 |
| Last day to add a course | Fri. Aug. 29 |
| Labor Day Holiday-no classes held | Mon. Sept. 1 |
| Last day to make grading changes | Mon. Sept. 22 |
| Last day to drop with a "W" grade | Mon. Sept. 22 |
| Midterm: Autumn recess begins at 5:00 P.M. | Fri. Oct. 10 |
| Classes resume at 8:00 A.M. | Wed. Oct. 15 |
| Midterm reports due at NOON | Wed. Oct. 15 |
| Thanksgiving recess begins at 1:00 P.M. | Wed. Nov. 26 |
| Classes resume at 8:00 A.M. | Mon. Dec. 1 |
| Last day to withdraw from a course | Wed. Nov. 26 |
| Last day of classes | Fri. Dec. 5 |
| Reading Day | Sat. Dec. 6 |
| Final Examinations | Mon. Dec. 8 – Tues. Dec. 16 |

## *SPRING SEMESTER – 1987*

| | |
|---|---|
| Registration | Thur. Jan. 8 |
| First day of classes | Fri. Jan. 9 |
| Last day to add a course | Thur. Jan. 15 |
| Last day to make grading changes | Thur. Feb. 5 |
| Last day to drop with a "W" grade | Thur. Feb. 5 |
| Midterm: Spring recess begins at 5:00 P.M. | Fri. Feb. 27 |
| Midterm reports due at NOON | Wed. Mar. 4 |
| Classes resume at 8:00 A.M. | Mon. Mar. 9 |
| Easter Recess begins after last class | Thurs. Apr. 16 |
| Classes resume at 8:00 A.M. | Tues. Apr. 21 |
| Last day to withdraw from a course | Thur. Apr. 16 |
| Last day of classes | Mon. Apr. 27 |
| Reading Day | Tues. Apr. 28 |
| Final Examinations | Wed. Apr. 29 – Fri. May 8 |
| Commencement | Sun. May 10 |

## *SUMMER SCHOOL – 1986*

| | |
|---|---|
| First session begins | Mon. May 25 |
| First session ends | Fri. June 12 |
| Second session begins | Mon. June 15 |
| Second session ends | Fri. July 5 |
| Holiday | Mon. July 6 |
| Third session begins | Mon. July 7 |
| Third session ends | Sat. July 25 |

## 1986

### AUGUST

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

### SEPTEMBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
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| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

### OCTOBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
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| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

### NOVEMBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

### DECEMBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
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| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

## 1987

### JANUARY

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

### FEBRUARY

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 18 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |

### MARCH

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 18 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

### APRIL

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

### MAY

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

### JUNE

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

### JULY

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

### AUGUST

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

### SEPTEMBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

### OCTOBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

### NOVEMBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

### DECEMBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

## 1988

### JANUARY

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

### FEBRUARY

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | | | | |

### MARCH

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

### APRIL

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

### MAY

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

## ENROLLMENT FOR 1985-86

| | |
|---|---|
| Fall 1985 Degree Candidates: | |
| Undergraduate (Bachelor of Arts, Bachelor of Science, and Bachelor of Music) | |
| Senior | 332 |
| Junior | 300 |
| Sophomore | 405 |
| Freshmen | 445 |
| Re-entry | 119 |
| **Total Undergraduate** | **1,601** |
| Graduate (Master of Business Administration, Master of Education, and Master of Music) | |
| Graduates | 123 |
| **Total Degree Candidates** | **1,724** |
| Other Students in credit courses | 124 |
| Students in non-credit courses | 668 |
| **Total Enrollment, Fall 1985** | **2,516** |
| Summer Enrollment, 1985 | 793 |
| Students in credit courses by state | |
| Delaware | 2 |
| Florida | 6 |
| Georgia | 10 |
| Illinois | 1 |
| Indiana | 1 |
| Maryland | 6 |
| Massachusetts | 2 |
| Michigan | 1 |
| Minnesota | 1 |
| New Hampshire | 1 |
| New Jersey | 3 |
| New York | 4 |
| North Carolina | 1,626 |
| Ohio | 2 |
| Pennsylvania | 3 |
| South Carolina | 14 |
| Tennessee | 7 |
| Texas | 1 |
| Virginia | 139 |
| Washington | 1 |
| West Virginia | 1 |
| International students | 16 |
| TOTAL | 1,848 |

## CORRESPONDENCE AND VISITS

The mailing address of Meredith College is 3800 Hillsborough Street, Raleigh, North Carolina 27607-5298, and the College telephone number is (919) 829-8600. Inquiries are welcomed. The College will answer questions by correspondence or by arranging visits through the Office of Admissions.

*Academic records*
  Office of the Registrar
*Admissions*
  Office of Admissions
*Adult student information*
  Office of Continuing Education
*Alumnae matters*
  Director of Alumnae Affairs
*Catalogue requests*
  Office of Admissions
*Community educational services*
  Office of Continuing Education
*Educational programs*
  Dean of the College
*Expenses*
  Vice President for Business and Finance
*Financial assistance*
  Office of Financial Assistance
*Graduate employment*
  Office of Career Services
*Housing matters*
  Dean of Students
*News items/publications*
  Office of College Relations
*Parents Association*
  Coordinator of Annual Giving
*Student Employment*
  Office of Financial Assistance
*Student interests*
  Dean of Students
*Student reports*
  Registrar
*Summer school*
  Registrar
*Transcripts*
  Registrar
*Vocational testing*
  Office of Career Services

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Meredith College
Office of Admissions

3800 Hillsborough Street
Raleigh, North Carolina 27607-5298

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INDIANA 46962